Implementation of the Title VI Indian Education Formula Grants Program

Volume II: Technical Appendices

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Exhibits

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Appendix A. Supplemental Exhibits

Chapter 1. Introduction

Exhibit A-1. **Distribution of the Title VI grantees, by type, 2017–18**

	Percent
School districts	88
BIE schools	10
Tribes and Indian community-based organizations	2

Exhibit reads: In 2017–18, 88 percent of grantees were school districts (including both single-applicant school districts and consortia of school districts).

Source: Data provided to this study by the Office of Indian Education, U.S. Department of Education (n = 1,304).

Exhibit A-2. **Distribution of Title VI Indian Education grantees, by grant award size, 2017–18**

	Percent
≤ $5K	4
$5,001–$20,000	25
$20,001–$40,000	25
$40,001–$60,000	13
$60,001–100,000	14
$100.001–200,000	12
$200,001–400,000	5
> $400K	2

Exhibit reads: In 2017–18, 4 percent of Title VI grantees were awarded $5,000 or less.

Source: Data provided to this study by the Office of Indian Education, U.S. Department of Education (n = 1,304).

Chapter 2. Providing Title VI-Funded Services to Eligible American Indian and Alaska Native Youth

Exhibit A-3. **Services and activities provided through Title VI funds, by service category, 2017–18**

	Percent	*SE*
Academic support and enrichment		
Academic support	87	1.0
Academic enrichment	57	1.5
Gifted and talented program	17	1.1
Language and culture		
Cultural enrichment	74	1.3
Indian education	56	1.5
Native language instruction	35	1.4
Parent involvement		
Parent involvement	62	1.4
College and career		
College preparation	45	1.5
Mentoring	41	1.5
Student advocacy/leadership	40	1.4
Career preparation	37	1.4
Counseling	35	1.4
Prevention		
Dropout prevention strategies	42	1.5
Substance abuse prevention	24	1.5
Suicide prevention	24	1.2
Violence prevention	21	1.2
School readiness		
Family literacy	26	1.3
Early childhood programs	26	1.3
Correctional facilities programs		
Programs for students in correctional facilities	4	0.6

Exhibit reads: In 2017–18, 87 percent of grantees used Title VI funds to provide academic support.

Source: Survey of Title VI Grant Coordinators, Item 14 (*n* = 1,152).

Exhibit A-4.   Title VI grant-funded services and activities provided, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	*SE*	Percent	*SE*
Academic support and enrichment				
Academic support*	89	1.0	67	4.3
Academic enrichment	57	1.5	53	4.6
Gifted and talented program	16	1.1	23	3.9
Language and culture				
Cultural enrichment	74	1.4	76	3.9
Indian education*	53	1.6	84	3.3
Native language instruction*	31	1.4	75	4.0
Parent involvement				
Parent involvement	63	1.5	60	4.5
School readiness				
Family literacy	26	1.3	30	4.2
Early childhood programs	25	1.4	22	3.8
College and career				
College preparation*	47	1.5	23	3.5
Mentoring	42	1.5	33	4.3
Student advocacy/leadership	40	1.5	36	4.4
Career preparation*	39	1.5	24	3.9
Counseling	36	1.5	38	4.1
Prevention				
Dropout prevention strategies*	43	1.5	28	4.1
Substance abuse prevention	24	1.3	28	4.1
Suicide prevention	22	1.3	28	4.1
Violence prevention	20	1.2	25	4.0
Correctional facilities programs				
Programs for students in correctional facilities	4	0.6	3	1.6

Exhibit reads: In 2017–18, 89 percent of district grantees and 67 percent of BIE and tribal grantees used Title VI funds to provide academic support.

Note: *Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 14 (school district n = 1,032; BIE schools and tribes n = 120).

Exhibit A-5. Average number of services and activities provided in 2017–18, by grant award size

	Mean	SE
Grantees with larger awards	8.3*	0.2
Grantees with smaller awards	6.7*	0.2

Exhibit reads: In 2017–18, grantees with larger awards provided an average of 8.3 services and activities, and grantees with smaller awards provided an average of 6.7 activities.

Note: *Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 14 (grantees with larger awards $n = 594$; grantees with smaller awards $n = 558$).

Exhibit A-6. Average number of services and activities provided in 2017–18, by grantee type

	Mean	SE
School districts	7.5	0.4
BIE schools and tribes	7.5	0.1

Exhibit reads: In 2017–18, school districts and BIE schools and tribes provided an average of 7.5 services and activities.

Source: Survey of Title VI Grant Coordinators, Item 14 (school districts $n = 1,032$; BIE schools and tribes $n = 120$).

Exhibit A-7.   Title VI grant-funded services and activities provided, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	SE	Percent	SE
Academic support and enrichment				
Academic support	86	1.4	87	1.4
Academic enrichment*	61	2.0	52	2.1
Gifted and talented program	16	1.5	18	1.6
Language and culture				
Cultural enrichment*	80	1.7	68	2.0
Indian education*	65	2.0	47	2.1
Native language instruction*	43	2.0	28	1.9
Parent involvement				
Parent involvement*	68	1.9	57	2.1
School readiness				
Family literacy *	25	1.9	20	1.7
Early childhood programs	31	1.8	26	1.9
College and career				
College preparation*	51	2.1	38	2.1
Mentoring*	45	2.0	37	2.0
Student advocacy/leadership*	46	2.0	33	2.0
Career preparation*	44	2.0	30	1.9
Counseling	38	38	31	2.0
Prevention				
Dropout prevention strategies*	50	2.1	33	2.0
Substance abuse prevention	26	1.8	23	1.8
Suicide prevention*	26	1.8	19	1.7
Violence prevention	22	1.7	19	1.7
Correctional facilities programs				
Programs for students in correctional facilities	4	0.8	4	0.8

Exhibit reads: In 2017–18, 86 percent of grantees with larger awards and 87 percent with smaller awards used Title VI funds to provide academic support.

Note: *Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 14 (grantees with larger awards n = 594; grantees with smaller awards n = 558).

Exhibit A-8. Grantees offering teachers and support staff professional development on Title VI-funded services and activities, 2017–18

	Offered professional development in this area		Planned to offer professional development in this area		N/A: Did not offer or plan to offer professional development in this area	
	Percent	*SE*	Percent	*SE*	Percent	*SE*
Academic support and enrichment						
Academic support	62	1.4	14	1.0	24	1.3
Academic enrichment	45	1.5	20	1.2	35	1.4
Gifted and talented program	14	1.0	27	1.3	59	1.5
Language and culture						
Cultural enrichment	57	1.5	16	1.1	27	1.3
Indian education	44	1.5	21	1.2	34	1.4
Native language instruction	21	1.2	23	1.2	57	1.5
Parent involvement						
Parent involvement	44	1.5	19	1.2	37	1.4
College and career						
College preparation	28	1.3	23	1.3	48	1.5
Mentoring	28	1.3	23	1.2	49	1.5
Student advocacy/leadership	31	1.4	22	1.2	47	1.5
Career preparation	29	1.3	23	1.2	49	1.5
Counseling	29	1.3	21	1.2	50	1.5
Prevention						
Dropout prevention strategies	29	1.3	24	1.3	47	1.5
Substance abuse prevention	24	1.3	25	1.3	51	1.5
Suicide prevention	26	1.3	26	1.3	49	1.5
Violence prevention	22	1.2	26	1.3	52	1.5
School readiness						
Early childhood programs	23	1.2	22	1.2	55	1.5
Family literacy	22	1.2	25	1.3	53	1.5
Correctional facilities programs						
Programs for students in correctional facilities	3	0.5	26	1.3	72	1.3

Exhibit reads: In 2017–18, 62 percent of grantees offered professional development to teachers and support staff in the area of academic support, 14 percent planned to offer professional development, and 24 percent did not offer or plan to offer professional development in this area.

Source: Survey of Title VI Grant Coordinators, Item 15 (*n* = 1,146).

Exhibit A-9. Title VI-funded services and activities for which professional development was offered or planned, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	*SE*	**Percent**	*SE*
Academic support and enrichment				
Academic support	76	1.3	75	4.0
Academic enrichment	64	1.5	72	4.1
Gifted and talented program*	40	1.5	58	4.5
Language and culture				
Cultural enrichment	72	1.4	80	3.7
Indian education*	64	1.5	85	3.3
Native language instruction*	39	1.5	77	3.8
Parent involvement				
Parent involvement	62	1.5	71	4.2
College and career				
College preparation	52	1.6	54	4.6
Mentoring	51	1.6	59	4.5
Student advocacy/leadership*	52	1.6	64	4.4
Career preparation	51	1.6	57	4.5
Counseling	49	1.6	61	4.5
Prevention				
Dropout prevention strategies	53	1.6	57	4.5
Substance abuse prevention*	47	1.6	64	4.4
Suicide prevention*	50	1.6	64	4.4
Violence prevention*	50	1.6	61	4.5
School readiness				
Early childhood programs	44	1.5	51	4.6
Family literacy*	45	1.6	59	4.5
Correctional facilities programs				
Programs for students in correctional facilities*	27	1.4	69	4.5

Exhibit reads: In 2017–18, 76 percent of districts and 75 percent of BIE offered or planned to offer professional development to teachers and support staff in the area of academic support.

Note: * Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 15 (school districts n = 1,027; BIE schools and tribes n = 119).

Exhibit A-10.   Title VI-funded services and activities for which professional development was offered or planned, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	*SE*	**Percent**	*SE*
Academic support and enrichment				
Academic support	77	1.7	75	1.8
Academic enrichment	68	1.9	62	2.1
Gifted and talented program	43	2.0	40	2.1
Language and culture				
Cultural enrichment*	79	1.7	67	2.0
Indian education*	73	1.8	58	2.1
Native language instruction*	47	2.1	39	2.1
Parent involvement				
Parent involvement	65	2.0	60	2.1
College and career				
College preparation*	56	2.0	47	2.1
Mentoring	55	2.0	47	2.1
Student advocacy/leadership	57	2.0	49	2.1
Career preparation*	57	2.0	46	2.1
Counseling	51	2.1	49	2.1
Prevention				
Dropout prevention strategies*	58	2.0	47	2.1
Substance abuse prevention	51	2.1	46	2.1
Suicide prevention	53	2.1	49	2.1
Violence prevention	50	2.1	47	2.1
School readiness				
Early childhood programs	46	2.1	43	2.1
Family literacy	51	2.1	42	2.1
Correctional facilities programs				
Programs for students in correctional facilities	31	1.9	26	1.9

Exhibit reads: In 2017–18, 77 percent of grantees with larger awards and 75 percent of grantees with smaller awards offered or planned to offer professional development to teachers and support staff in the area of academic support.

Note: *Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 15 (grantees with larger awards n = 590; grantees with smaller awards n = 556).

Exhibit A-11. Title VI grantee practices to support culturally responsive education for American Indian and Alaska Native (AI/AN) students, 2017–18

	Percent	SE
Incorporate AI/AN history and culture into the curriculum	70	1.3
Use AI/AN teachers and support staff	68	1.4
Connect AI/AN students with mentors or counselors from tribal community	48	1.5
Deliver instruction in AI/AN students' heritage language	32	1.4
Administer assessments in AI/AN languages	15	1.0

Exhibit reads: In 2017–18, 70 percent of grantees supported culturally responsive education by incorporating American Indian and Alaska Native history and culture into the curriculum.

Note: Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 16 (*n* = 1,150).

Exhibit A-12. Title VI grantee practices to support culturally responsive education, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	SE	Percent	SE
Incorporate AI/AN history and culture into the curriculum*	69	1.4	83	3.5
Use AI/AN teachers and support staff*	66	1.5	83	3.4
Connect AI/AN students with mentors or counselors from tribal community	48	1.6	56	4.5
Deliver instruction in AI/AN students' heritage language*	28	1.4	68	4.3
Administer assessments in AI/AN languages*	12	1.0	38	4.4

Exhibit reads: In 2017–18, 69 percent of school districts and 83 percent of BIE and tribal grantees supported culturally responsive education by incorporating American Indian and Alaska Native history and culture into the curriculum.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 16 (school districts *n* = 1,030; BIE schools and tribes *n* = 120).

Exhibit A-13. Title VI grantee practices to support culturally responsive education, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	*SE*	Percent	*SE*
Incorporate AI/AN history and culture into the curriculum*	77	1.7	64	2.0
Use AI/AN teachers and support staff*	79	1.7	55	2.1
Connect AI/AN students with mentors or counselors from tribal community*	58	2.0	38	2.1
Deliver instruction in AI/AN students' heritage language*	40	2.0	24	1.8
Administer assessments in AI/AN languages*	19	1.5	10	1.3

Exhibit reads: In 2017–18, 77 percent of grantees with larger awards and 64 percent of grantees with smaller awards supported culturally responsive education by incorporating American Indian and Alaska Native history and culture into the curriculum.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 16 (grantees with larger awards n = 592; grantees with smaller awards n = 558).

Exhibit A-14. Grantees reporting challenges to using culturally responsive practices to deliver Title VI-funded services, 2017–18

		Very challenging		Somewhat challenging		Minimally/not challenging	
	n	Percent	*SE*	Percent	*SE*	Percent	*SE*
Academic enrichment and support							
Academic enrichment (e.g., afterschool programs)	617	5	0.9	18	1.6	76	1.7
Academic support (e.g., homework support, study skills)	943	4	0.7	19	1.3	77	1.4
Gifted and talented program	170	4	1.5	13	2.6	83	2.9
Language and culture							
Native language instruction	391	14	1.8	24	2.2	62	2.5
Indian education (e.g., language, history)	619	6	1.0	25	1.7	68	1.9
Cultural enrichment (e.g., events, field trips)	823	4	0.6	21	1.7	76	1.5
Parent involvement							
Parent involvement	689	18	1.5	33	1.8	49	1.9
College and career							
College preparation (e.g., ACT or SAT preparation, college visits)	457	6	1.1	20	1.9	74	2.1
Mentoring	445	5	1.1	21	1.9	74	2.1
Student advocacy/leadership	437	4	1.0	21	1.9	75	2.1
Career preparation (e.g., career exploration, internships)	390	4	1.0	26	2.2	70	2.3
Counseling	372	4	1.1	18	2.0	77	2.2
Prevention							
Dropout prevention strategies	429	8	1.3	28	2.2	64	2.3
Suicide prevention	246	6	1.5	25	2.8	69	3.0
Substance abuse prevention	254	4	1.1	26	3.0	70	2.9
Violence prevention	219	4	1.3	26	3.0	70	3.1
School readiness							
Family literacy	275	7	1.6	24	2.6	69	2.8
Early childhood programs	263	4	1.2	18	2.2	78	2.6
Correctional facilities programs							
Programs for students in correctional facilities	27	11	6.2	37	9.5	52	9.8

Exhibit reads: In 2017–18, among grantees that provided academic enrichment, 5 percent reported that using culturally responsive practices to deliver academic enrichment was very challenging, 18 percent reported that it was somewhat challenging, and 76 percent reported that it was minimally challenging or not challenging.

Notes: The number of respondents for this exhibit varies because the question was asked only of those respondents that reported providing each type of practice (Exhibit A-3). Analyses excluded respondents selecting "Not applicable" or "Don't know." Numbers may not add to 100% due to rounding.

Source: Survey of Title VI Grant Coordinators, Item 18 (*n* = 27–943).

Exhibit A-15. Grantees reporting that using culturally responsive practices to deliver Title VI-funded services was very or somewhat challenging, by grant award size, 2017–18

	Grantees with larger awards			Grantees with smaller awards		
	n	Pct.	*SE*	*n*	Pct.	*SE*
Academic enrichment and support						
Academic enrichment (e.g., afterschool programs)	345	24	2.3	272	23	2.6
Academic support (e.g., homework support, study skills)	487	24	1.9	456	22	1.9
Gifted and talented program	81	24	4.7	89	11	3.4
Language and culture						
Native language instruction	245	39	3.1	146	37	4.0
Indian education (e.g., language, history)	369	31	2.1	250	32	30
Cultural enrichment (e.g., events, field trips)	459	22	1.9	364	28	2.4
Parent involvement						
Parent involvement	390	51	2.5	299	50	2.9
School readiness						
Early childhood programs	134	26	3.8	129	18	3.4
Family literacy	173	29	3.5	102	34	4.7
College and career						
College preparation (e.g., ACT or SAT preparation, college visits)	240	24	2.6	186	29	3.3
Mentoring	257	25	2.7	188	27	3.3
Student advocacy/leadership	266	24	2.6	171	27	3.4
Career preparation (e.g., career exploration, internships)	240	24	2.6	186	28	3.7
Counseling	215	24	2.9	157	21	3.2
Prevention						
Dropout prevention strategies	271	38	3.0	158	33	3.7
Suicide prevention	150	37	4.0	96	21	4.2
Substance abuse prevention	141	33	4.0	113	27	4.2
Violence prevention	124	36	4.3	95	22	4.3
Correctional facilities programs						
Programs for students in correctional facilities	15	60	12.9	12	33	13.9

Exhibit reads: In 2017–18, among grantees that provided academic enrichment, 24 percent of grantees with larger awards and 23 percent of grantees with smaller awards reported that using culturally responsive practices to deliver this service was somewhat or very challenging.

Notes: The number of respondents for this exhibit varies because the question was asked only of those respondents that reported providing each type of practice (Exhibit A-3). Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 18 (grantees with larger awards *n* = 15–487; grantees with smaller awards *n* = 12–456).

Exhibit A-16. Grantees reporting that using culturally responsive practices to deliver Title VI-funded services was very or somewhat challenging, by grantee type, 2017–18

	School districts			BIE schools and tribes		
	n	Pct.	*SE*	*n*	Pct.	*SE*
Academic enrichment and support						
Academic enrichment (e.g., afterschool programs)	555	25	1.8	62	15	4.5
Academic support (e.g., homework support, study skills)	868	23	1.4	75	19	4.5
Gifted and talented program	142	18	3.2	28	14	6.6
Language and culture						
Native language instruction	304	39	2.8	87	34	3.1
Indian education (e.g., language, history)	520	33	2.1	99	25	4.4
Cultural enrichment (e.g., events, field trips)	734	25	1.6	89	19	4.2
Parent involvement						
Parent involvement	618	51	2.0	71	45	5.6
School readiness						
Early childhood programs	239	23	2.7	24	13	6.8
Family literacy	241	35	8.2	34	30	3.0
College and career						
College preparation (e.g., ACT or SAT preparation, college visits)	433	17	7.6	24	27	2.1
Mentoring	406	26	7.8	39	26	2.2
Student advocacy/leadership	395	26	7.0	42	25	2.2
Career preparation (e.g., career exploration, internships)	362	17	7.6	28	30	2.4
Counseling	340	38	8.6	32	21	2.2
Prevention						
Dropout prevention strategies	399	36	2.4	30	37	8.8
Suicide prevention	214	30	3.2	32	34	8.4
Substance abuse prevention	220	29	3.1	34	41	8.5
Violence prevention	189	30	3.3	30	30	8.4
Correctional facilities programs						
Programs for students in correctional facilities	24	50	10.4	3	33	27.7

Exhibit reads: In 2017–18, among grantees that provided academic enrichment, 25 percent of district grantees and 15 percent of BIE and tribal grantees reported that using culturally responsive practices to deliver this service was somewhat or very challenging.

Notes: The number of respondents for this exhibit varies because the question was asked only of those respondents that reported providing each type of practice (Exhibit A-3). Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 18 (school districts *n* = 24–868; BIE tribes and schools *n* = 3–99).

Exhibit A-17.   **Grantees reporting on the extent to which it was challenging to use culturally responsive practices across all Title VI-funded services, 2017–18**

	Percent
Minimally challenging or not challenging	42
Somewhat challenging or very challenging	58

Exhibit reads: In 2017–18, 42 percent of grantees reported that using culturally responsive practices to deliver Title VI-funded services was minimally challenging or not challenging.

Source: Survey of Title VI Grant Coordinators, Item 18 (*n* = 1,113).

Exhibit A-18. Factors challenging Title VI grantees' efforts to deliver Title VI-funded services using culturally responsive practices, 2017–18

	Very challenging		Somewhat challenging		Minimally/not challenging	
	Percent	SE	Percent	SE	Percent	SE
Availability of school staff who are knowledgeable about heritage languages	63	1.9	24	1.7	13	1.4
Availability of school staff with expertise in culturally responsive education	39	1.9	41	1.9	21	1.6
Availability of staff within our organization (e.g., LEA/BIE/tribe) with expertise in culturally responsive education	35	1.9	37	1.9	28	1.8
Availability of school staff who are knowledgeable about students' cultural backgrounds	31	1.8	41	1.9	28	1.8
Availability of professional development or training in culturally responsive education	31	1.8	40	1.9	29	1.8
Access to instructional materials to support culturally responsive education for American Indian/Alaska Native students (e.g., materials related to heritage languages, textbooks that include American Indian/Alaska Native history and culture)	28	1.8	35	1.9	38	1.9
Aligning state and local policy with goals of culturally responsive education for American Indian/Alaska Native students (e.g., incorporating American Indian/Alaska Native culture into the curriculum; administering assessments in American Indian/Alaska Native languages)	24	1.7	40	2.0	36	1.9
Multiple tribal cultures represented among American Indian/Alaska Native students	20	1.6	35	1.9	45	2.0

Exhibit reads: In 2017–18, among grantees that reported that using culturally responsive practices to deliver Title VI grant-funded services was somewhat or very challenging, 63 percent reported that the availability of school staff knowledgeable about heritage languages was very challenging.

Notes: Only grantees that considered it somewhat or very challenging to deliver services using culturally responsive practices on Item 18 responded to this question. Analyses excluded respondents selecting "Not applicable" or "Don't know." Numbers may not add to 100% due to rounding.

Source: Survey of Title VI Grant Coordinators, Item 19 (*n* = 653).

Exhibit A-19.   Factors that were somewhat or very challenging in Title VI grantees' efforts to deliver Title VI-funded services using culturally responsive practices, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	*SE*	**Percent**	*SE*
Aligning state and local policy with goals of culturally responsive education for AI/AN students (e.g., incorporating AI/AN culture into the curriculum; administering assessments in AI/AN languages)	63	2.1	72	5.6
Multiple tribal cultures represented among AI/AN students	56	2.1	41	6.6
Availability of staff within our organization (e.g., LEA/BIE/tribe) with expertise in culturally responsive education*	74	1.8	54	6.0
Availability of school staff with expertise in culturally responsive education	80	1.6	69	5.6
Availability of school staff who are knowledgeable about students' cultural backgrounds*	74	1.8	58	5.9
Availability of school staff who are knowledgeable about heritage languages	89	1.3	66	5.7
Availability of professional development or training in culturally responsive education	71	1.9	65	5.9
Access to instructional materials to support culturally responsive education for AI/AN students (e.g., materials related to heritage languages, textbooks that include AI/AN history and culture)	62	2.0	64	5.7

Exhibit reads: In 2017–18, among grantees who reported using culturally responsive practices to deliver grant-funded services somewhat or very challenging, 63 percent of district grantees and 72 percent of BIE and tribal grantees reported that aligning state and local policy with goals of culturally responsive education was somewhat or very challenging.

Notes: *Indicates the difference is statistically significant ($p < 0.05$). Only grantees that considered it somewhat or very challenging to deliver services using culturally responsive practices on Item 18 responded to this question. Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 19 (school districts *n* = 582; BIE schools and tribes *n* = 71).

Exhibit A-20. Factors that were somewhat or very challenging in Title VI grantees' efforts to deliver Title VI-funded services using culturally responsive practices, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	*SE*	**Percent**	*SE*
Availability of school staff who are knowledgeable about heritage languages	87	1.8	87	2
Availability of school staff with expertise in culturally responsive education	79	2.2	79	2.3
Availability of school staff who are knowledgeable about students' cultural backgrounds	73	2.4	71	2.6
Availability of professional development or training in culturally responsive education	70	2.5	72	2.6
Availability of staff within our organization (e.g., LEA/BIE/tribe) with expertise in culturally responsive education	68	2.5	76	2.5
Access to instructional materials to support culturally responsive education for AI/AN students (e.g., materials related to heritage languages, textbooks that include AI/AN history and culture)	64	2.6	60	2.8
Aligning state and local policy with goals of culturally responsive education for AI/AN students (e.g., incorporating AI/AN culture into the curriculum; administering assessments in AI/AN languages)	63	2.6	64	2.9
Multiple tribal cultures represented among AI/AN students	54	2.7	55	3.1

Exhibit reads: In 2017–18, among grantees who reported using culturally responsive practices to deliver Title VI grant-funded services somewhat or very challenging, 87 percent of grantees with larger awards and 87 percent of grantees with smaller awards reported that the availability of school staff who are knowledgeable about heritage languages was somewhat or very challenging.

Note: Only grantees that considered it somewhat or very challenging to deliver services using culturally responsive practices on Item 18 responded to this question. Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 19 (grantees with larger awards *n* = 350; grantees with smaller awards *n* = 303).

Exhibit A-21. Types of federal, state, and local programs with which Title VI grantees coordinate Title VI-funded services and activities, 2017–18

	Yes		No		Don't know		Not applicable: Program not offered/available	
	Percent	SE	Percent	SE	Percent	SE	Percent	SE
Title I, Part A	67	1.4	24	1.3	8	09	1	0.3
IDEA programs	57	1.5	30	1.4	11	0.9	2	0.4
Johnson-O'Malley programs	45	1.5	37	1.4	7	0.8	11	0.9
Education for Homeless Children and Youth Program	43	1.5	41	1.5	9	0.9	7	0.7
Programs delivered by local social service providers	35	1.4	48	1.5	10	0.9	7	0.7
Impact Aid	34	1.4	45	1.5	10	0.9	11	0.9
Title III, Language Instruction for English Learners	29	1.3	51	1.5	8	0.8	12	1.0
Title IV (student support, enrichment grants)	29	1.3	48	1.5	11	0.9	12	1.0
Title I, Part D, Neglected and Delinquent Programs	27	1.3	49	1.5	11	0.9	13	1.0
State-funded programs	21	1.6	44	1.9	20	1.5	15	1.4
Other federally funded programs	20	1.6	44	1.9	21	1.6	15	1.4
Other BIE programs	16	1.1	58	1.5	12	0.9	14	1.0
Other programs serving at-risk students and families	15	1.4	49	1.9	21	1.6	15	1.4
Title I, Part C, Migrant Education Program	14	1.0	60	1.4	10	0.9	15	1.1
Locally funded programs	12	1.3	50	1.9	22	1.6	16	1.4

Exhibit reads: In 2017–18, 67 percent of grantees coordinated services and activities with Title I, Part A.

Note: The five programs referenced by their Title number (e.g., Title I, Part A) are authorized under the Elementary and Secondary Education Act (ESEA). The Title IV programs covered in the survey questionnaire specifically included Student Support and Academic Enrichment Grants (Part A) and 21st Century Community Learning Centers (Part B).

Source: Survey of Title VI Grant Coordinators, Item 23 (*n* = 1,146).

Exhibit A-22. Types of federal, state, and local programs with which Title VI grantees coordinate Title VI-funded services and activities, 2017–18, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	SE	Percent	SE
Title I, Part A	74	1.9	73	2.0
IDEA programs	68	2.0	62	2.2
Johnson-O'Malley programs*	63	2.0	46	2.4
Education for Homeless Children and Youth Program*	59	2.2	43	2.3
Programs delivered by local social service providers	44	2.2	41	2.3
Impact Aid*	59	2.2	36	2.3
Title III, Language Instruction for English Learners*	42	2.2	30	2.2
Title IV (student support, enrichment)	42	2.3	SS	2.3
Title I, Part D, Neglected and Delinquent Programs*	43	2.3	29	2.2
State-funded programs	27	3.2	29	3.1
Other federally funded programs	37	3.2	27	3.1
Other BIE programs	24	2.0	20	2.0
Other programs serving at-risk students and families	28	3.1	18	2.6
Title I, Part C, Migrant Education Program*	23	2.0	15	1.8
Locally funded programs	23	2.9	17	2.6

Exhibit reads: In 2017–18, 74 percent of grantees with larger awards and 73 percent of grantees with smaller awards reported coordinating services and activities with Title I, Part A.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). Analyses excluded respondents selecting "Not applicable" or "Don't know." The five programs referenced by their Title number (e.g., Title I, Part A) are authorized under the Elementary and Secondary Education Act (ESEA). The Title IV programs covered in the survey questionnaire specifically included Student Support and Academic Enrichment Grants (Part A) and 21st Century Community Learning Centers (Part B).

Source: Survey of Title VI Grant Coordinators, Item 23 (grantees with larger awards $n = 545$; grantees with smaller awards $n = 495$).

Exhibit A-23.   Types of federal, state, and local programs with which Title VI grantees coordinate Title VI-funded services and activities, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	SE	Percent	SE
Title I, Part A	73	1.5	83	3.7
IDEA programs*	63	1.6	84	3.9
Johnson-O'Malley programs*	57	1.7	40	5.6
Education for Homeless Children and Youth Program*	51	1.7	54	5.3
Programs delivered by local social service providers*	41	1.7	54	5.2
Impact Aid*	44	1.7	27	5.5
Title III, Language Instruction for English Learners*	35	1.6	47	5.8
Title IV (student support, enrichment)*	36	1.7	55	5.3
Title I, Part D, Neglected and Delinquent Programs*	34	1.7	57	5.6
State-funded programs	33	2.4	26	6.8
Other federally funded programs	31	2.4	37	7.1
Other BIE programs*	15	1.3	75	4.4
Other programs serving at-risk students and families	23	2.2	23	6.2
Title I, Part C, Migrant Education Program*	19	1.4	23	5.0
Locally funded programs	20	2.1	20	5.9

Exhibit reads: In 2017–18, 73 percent of district grantees and 83 percent of BIE and tribal grantees reported coordinating services and activities with Title I, Part A.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 23 (school districts n = 940; BIE schools and tribes n = 100).

Exhibit A-24.   Strategies Title VI grantees use to facilitate coordination of Title VI-funded services and activities with other programs, 2017–18

	Participating in interagency task forces or committees		Sharing data		Sharing costs		Building linkages among programs, agencies, and organizations		Sharing information on programs/services	
	Percent	SE	Percent	SE	Percent	SE	Percent	SE	Percent	SE
Title I, Part A	30	1.7	68	1.7	49	1.8	42	1.8	59	1.8
Title I, Part C	29	3.6	58	3.9	36	3.8	39	3.8	50	3.9
Title I, Part D, Neglected and Delinquent Programs	31	2.6	60	2.8	65	2.7	45	2.8	54	2.8
Title III, Language Instruction for English Learners	29	2.5	60	2.7	40	2.7	42	2.7	56	2.7
Title IV (student support, enrichment)	30	2.5	62	2.6	44	2.7	42	2.7	54	2.7
Education for Homeless Children and Youth Program	28	2.0	62	2.2	35	2.2	38	2.2	51	2.3
Impact Aid	32	2.4	64	2.5	54	2.5	40	2.5	53	2.5
IDEA programs	28	1.8	67	1.8	44	1.9	43	1.9	54	2.0
Johnson-O'Malley programs	39	2.1	69	2.0	51	2.2	44	2.2	61	2.1
Other Bureau of Indian Education/Bureau of Indian Affairs programs	36	3.5	56	3.7	37	3.6	40	3.6	57	3.6
Programs delivered by local social service providers	34	2.4	46*	2.5*	24	2.1	44	2.5	52	2.5
Other federally funded programs	36	4.1	69	4.0	61	4.2	54	4.3	56	4.3
State funded programs	38	4.0	70	3.8	67*	3.9*	61*	4.1*	71*	3.8*
Locally funded programs	45	5.5	55	5.5	55	5.5	59	5.5	59	5.5
Other programs serving at-risk students and families	45	5.1	54	5.1	46	5.1	60	5.0	66	4.8
Other	46	8.8	67	8.3	61	8.6	58	8.7	70	8.1

Exhibit reads: Among Title VI grant coordinators whose projects coordinated services and activities with the Title I, Part A program, 30 percent reported that, in 2017–18, their project participated in interagency task forces or committees as a strategy to facilitate coordination of Title VI-funded services and activities with other programs.

Note: Includes only respondents reporting in Item 23 that their project coordinated Title VI-funded services and activities with other programs.

Survey of Title VI Grant Coordinators, Item 24 (*n* = 33–765)

Exhibit A-25. **Strategies used to facilitate coordination of Title VI-funded services and activities, 2017–18**

	Percent	SE
Sharing data on American Indian and Alaska Native students	76	1.3
Sharing information on effective programs/services to address the needs of American Indian and Alaska Native students	70	1.4
Sharing costs associated with providing services for American Indian and Alaska Native students	61	1.5
Building programmatic linkages among programs, agencies and organizations	53	1.6
Participating in interagency task forces or committees	44	1.6

Exhibit reads: In 2017–18, 76 percent of grantees shared data on American Indian and Alaska Native students to facilitate coordination of Title VI-funded services and activities.

Source: Survey of Title VI Grant Coordinators, Item 24 (*n* = 1,004).

Exhibit A-26. **Strategies used to facilitate coordination of Title VI-funded services and activities, by grantee type, 2017–18**

	School districts		BIE schools and tribes	
	Percent	SE	Percent	SE
Sharing data on American Indian and Alaska Native students	79	1.4	70	4.4
Sharing information on effective programs/services to address the needs of American Indian and Alaska Native students	71	1.5	62	4.7
Sharing costs associated with providing services for American Indian and Alaska Native students	59	1.6	72	4.3
Building programmatic linkages among programs, agencies and organizations	53	1.7	58	4.7
Participating in interagency task forces or committees	44	1.7	41	4.7

Exhibit reads: In 2017–18, 79 percent of districts and 70 percent of BIE schools and tribes shared data on American Indian and Alaska Native students to facilitate coordination of Title VI-funded services and activities.

Source: Survey of Title VI Grant Coordinators, Item 24 (school districts *n* = 895; BIE schools and tribes *n* = 109).

Exhibit A-27. **Strategies used to facilitate coordination of Title VI-funded services and activities, by grant award size, 2017–18**

	Grantees with larger awards		Grantees with smaller awards	
	Percent	SE	Percent	SE
Sharing data on American Indian and Alaska Native students*	82	1.7	70	2.1
Sharing information on effective programs/services to address the needs of American Indian and Alaska Native students*	78	1.8	62	2.2
Sharing costs associated with providing services for American Indian and Alaska Native students*	67	2.0	53	2.3
Building programmatic linkages among programs, agencies and organizations*	61	2.1	45	2.3
Participating in interagency task forces or committees*	49	2.2	38	2.2

Exhibit reads: In 2017–18, 82 percent of grantees with larger awards and 70 percent of grantees with smaller awards shared data on American Indian and Alaska Native students to facilitate coordination of Title VI-funded services and activities.

Note: *Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 24 (grantees with larger awards $n = 530$; grantees with smaller awards $n = 474$).

Exhibit A-28. **Grantees reporting challenges to coordinating Title VI-funded services with other programs, 2017–18**

	Very challenging		Somewhat challenging		Minimally/not challenging	
	Percent	SE	Percent	SE	Percent	SE
Limited staff time or capacity to coordinate services	31	1.4	32	1.4	38	1.5
Physical distance between programs, agencies, and organizations serving American Indian/Alaska Native students	16	1.2	21	1.3	63	1.5
Blending funding/sharing costs across programs and services	12	1.1	26	1.4	62	1.6
Sharing or linking data on American Indian/Alaska Native students across programs, agencies, and organizations	9	0.9	27	1.4	64	1.5
Identifying areas for programmatic linkages among programs, agencies, and organizations	7	0.8	33	1.5	60	1.6
Competing priorities across programs, agencies, and organizations serving American Indian/Alaska Native students	7	0.8	29	1.4	64	1.5

Exhibit reads: In 2017–18, 31 percent of grantees reported that limited staff time or capacity was very challenging, 32 percent reported it was somewhat challenging, and 38 percent reported that limited staff time or capacity was either minimally challenging or not challenging to their efforts to coordinate with other federal, state, and local programs.

Note: Analyses excluded respondents selecting "Not applicable" or "Don't know." Numbers may not add to 100% due to rounding.

Source: Survey of Title VI Grant Coordinators, Item 25 ($n = 1,039$).

Exhibit A-29. **Factors that were somewhat or very challenging in grantees' efforts to coordinate Title VI-funded services with other programs, by grantee type, 2017–18**

	School districts		BIE schools and tribes	
	Percent	*SE*	**Percent**	*SE*
Limited staff time or capacity to coordinate services	62	1.6	69	4.5
Identifying areas for programmatic linkages among programs, agencies, and organizations	39	1.6	44	4.8
Blending funding/sharing costs across programs and services	38	1.7	39	4.8
Competing priorities across programs, agencies, and organizations serving American Indian/Alaska Native students	36	1.6	39	4.8
Physical distance between programs, agencies, and organizations serving American Indian/Alaska Native students	36	1.6	46	54
Sharing or linking data on American Indian/Alaska Native students across programs, agencies, and organizations	35	1.6	41	4.9

Exhibit reads: In 2017–18, 62 percent of district grantees and 69 percent of BIE and tribal grantees reported that limited staff time or capacity to coordinate services was somewhat or very challenging to their efforts to coordinate with other federal, state, and local programs.

Note: Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 25 (school districts *n* = 931; BIE schools and tribes *n* = 108).

Exhibit A-30. Factors that were somewhat or very challenging in grantees' efforts to coordinate Title VI-funded services with other programs, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	*SE*	**Percent**	*SE*
Limited staff time or capacity to coordinate services	62	2.1	62	2.2
Identifying areas for programmatic linkages among programs, agencies, and organizations	40	2.1	40	2.3
Blending funding/sharing costs across programs and services	38	2.2	38	2.3
Competing priorities across programs, agencies, and organizations serving American Indian/Alaska Native students	37	2.1	35	2.2
Sharing or linking data on American Indian/Alaska Native students across programs, agencies, and organizations	37	2.1	34	2.2
Physical distance between programs, agencies, and organizations serving American Indian/Alaska Native students	36	2.1	37	2.2

Exhibit reads: In 2017–18, 62 percent of grantees with larger awards and 62 percent grantees with smaller awards reported that limited staff time or capacity to coordinate services was somewhat or very challenging.

Note: Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 25 (grantees with larger awards *n* = 543; grantees with smaller awards *n* = 496).

Chapter 3. Identifying Program-Eligible Children and Planning Services to Meet Their Needs

Exhibit A-31. Strategies grantees used to identify students eligible to receive Title VI-funded services, 2017–18

	Percent	SE
Include questions about students' American Indian/Alaska Native status as part of the school registration processes	76	1.3
Include ED 506 form in school enrollment packets	75	1.3
Generate reports for students who identified their primary or secondary ethnicity as American Indian/Alaska Native on enrollment forms	66	1.4
Conduct targeted outreach (e.g., by phone or email) to notify American Indian/Alaska Native families about available Title VI-funded services for eligible children	53	1.5
Collaborate and coordinate with local tribes and tribal organizations to determine American Indian/Alaska Native student eligibility to receive Title VI-funded services (e.g., help to distinguish multiple federal definitions of American Indian/Alaska Native students, including Title VI grant definition versus Johnson-O'Malley Act definition)	47	1.6
Disseminate eligibility information (flyer, fact sheet) to schools	45	1.5
Conduct awareness-raising activities (e.g., trainings, presentations, meetings) to identify Title VI-eligible American Indian/Alaska Native students with school and/or district staff.:	39	1.5
Collaborate and coordinate with organizations that work with American Indian/Alaska Native families to notify them about available Title VI-funded services	35	1.5
Title VI Parent Advisory Committee	31	1.4
Local tribes and tribal organizations	27	1.4
School or tribal-based committees	22	1.3
Community-based organizations	18	1.2
Local government agencies	11	0.9
Include common tribal affiliations on the ED 506 form		
N/A: My project did not identify students eligible to receive Title-VI funded services for the 2017–18 school year	1	0.2

Exhibit reads: In 2017–18, 76 percent of grantees included questions about students' American Indian and Alaska Native status as part of the school registration process.

Note: BIE schools that used the ISEP count in place of the ED 506 form did not respond to this question.

Source: Survey of Title VI Grant Coordinators, Item 2 (*n* = 1,071).

Exhibit A-32. Strategies grantees used to identify students eligible to receive Title VI-funded services, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	SE	Percent	SE
Include ED 506 form in school enrollment packets*	80	1.7	71	2
Include questions about students' American Indian/Alaska Native status as part of the school registration processes	77	1.8	75	1.9
Generate reports for students who identified their primary or secondary ethnicity as American Indian/Alaska Native on enrollment forms	69	2	62	2.1
Conduct targeted outreach (e.g., by phone or email) to notify American Indian/Alaska Native families about available Title VI-funded services for eligible children	55	2.1	50	2.2
Collaborate and coordinate with local tribes and tribal organizations to determine American Indian/Alaska Native student eligibility to receive Title VI-funded services (e.g., help to distinguish multiple federal definitions of American Indian/Alaska Native students, including Title VI grant definition versus Johnson-O'Malley Act definition)*	54	2.2	40	2.2
Disseminate eligibility information (flyer, fact sheet) to schools*	50	2.1	40	2.2
Conduct awareness-raising activities (e.g., trainings, presentations, meetings) to identify Title VI-eligible American Indian/Alaska Native students*	46	2.1	32	2.1
Collaborate and coordinate with organizations that work with American Indian/Alaska Native families to notify them about available Title VI-funded services*	41	2.1	27	2
Title VI Parent Advisory Committee *	37	2.0	24	1.9
Local tribes and tribal organizations*	35	2.0	19	1.7
Local government agencies*	35	2.0	8	1.2
School or tribal-based committees*	26	1.9	18	1.7
Community-based organizations*	23	1.8	13	1.5
Include common tribal affiliations on the ED 506 form	27	1.9	21	1.8
N/A: My project did not identify students eligible to receive Title-VI funded services for the 2017–18 school year	0.4	0.3	0.8	0.4

Exhibit reads: In 2017–18, 80 percent of grantees with larger awards and 71 percent of grantees with smaller awards included the ED 506 form in school enrollment packets.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). BIE schools that used the ISEP count in place of the ED 506 form did not respond to this question.

Source: Survey of Title VI Grant Coordinators, Item 2 (grantees with larger awards n = 557; grantees with smaller awards n = 514).

Exhibit A-33. **Strategies grantees used to identify students who are eligible to receive Title VI-funded services, by grantee type, 2017–18**

	School districts		BIE schools and tribes	
	Percent	SE	Percent	SE
Include questions about students' American Indian/Alaska Native status as part of the school registration processes*	77	1.3	40	8.3
Include ED 506 form in school enrollment packets	76	1.3	66	8.0
Generate reports for students who identified their primary or secondary ethnicity as American Indian/Alaska Native on enrollment forms*	67	1.5	40	8.3
Conduct targeted outreach (e.g., by phone or email) to notify American Indian/Alaska Native families about available Title VI-funded services for eligible children	53	1.6	51	8.5
Disseminate eligibility information (flyer, fact sheet) to schools	45	1.5	40	8.3
Conduct awareness-raising activities (e.g., trainings, presentations, meetings) to identify Title VI-eligible American Indian/Alaska Native students	40	1.5	34	8.0
Collaborate and coordinate with organizations that work with American Indian/Alaska Native families to notify them about available Title VI-funded services	35	1.5	37	8.2
Title VI Parent Advisory Committee*	31	1.4	11	5.4
Local tribes and tribal organizations	27	1.4	34	8.0
School or tribal-based committees	22	1.3	23	7.1
Community-based organizations	18	1.2	26	7.4
Local government agencies	10	0.9	34	8.0
Include common tribal affiliations on the ED 506 form	24	1.3	37	8.2
N/A: My project did not identify students eligible to receive Title-VI funded services for the 2017–18 school year	1	0.2	0	0

Exhibit reads: In 2017–18, 77 percent of district grantees and 40 percent of BIE and tribal grantees included questions about students' American Indian and Alaska Native status as part of the school registration process.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). BIE schools that used the ISEP count in place of the ED 506 form did not respond to this question.

Source: Survey of Title VI Grant Coordinators, Item 2 (school districts n = 1,036; BIE schools and tribes n = 35).

Exhibit A-34. Grantees reporting challenges with strategies to identify students eligible to receive Title VI-funded services, 2017–18

		Very challenging		Somewhat challenging		Minimally/not challenging	
	n	Pct.	*SE*	Pct.	*SE*	Pct.	*SE*
Conduct targeted outreach (e.g., by phone or email) to notify AI/AN families about available Title VI services	566	11	1.3	33	2.0	56	2.1
Collaborate and coordinate with local tribes and tribal organizations to determine AI/AN student eligibility to receive Title VI-funded services (e.g., distinguish Title VI definition vs. Johnson-O'Malley Act definition)	297	6	1.1	22	1.9	72	2.1
Collaborate and coordinate with the Title VI parent advisory committee to notify AI/AN families about Title VI services	325	5	1.2	20	2.2	76	2.4
Collaborate and coordinate with local government agencies to notify AI/AN families about Title VI services	114	4	1.7	23	3.9	77	3.0
Collaborate and coordinate with community-based organizations to notify AI/AN families about Title VI services	193	4	1.4	19	2.8	77	3.0
Conduct awareness-raising activities (e.g., trainings, presentations, meetings) to identify Title VI-eligible AI/AN students	360	3	0.9	26	2.3	70	2.4
Collaborate and coordinate with school or tribal-based parent committees to notify AI/AN families about Title VI services	231	3	1.1	24	2.8	73	2.9
Collaborate and coordinate with local tribes and tribal organizations to notify AI/AN families about Title VI services	281	2	0.9	18	2.3	79	2.4
Generate reports for students who identified their primary or secondary ethnicity as AI/AN on enrollment forms	700	2	0.5	9	1.1	89	1.2
Include questions about students' AI/AN status as part of the school registration processes	808	2	0.4	8	1.5	90	1.0
Disseminate eligibility information to schools	480	1	0.5	8	1.2	91	1.3
Include ED 506 form in school enrollment packets	796	1	0.4	5	0.8	94	1.5
Include common tribal affiliations on ED 506 form	255	0.4	0.4	6	1.5	94	1.5

Exhibit reads: In 2017–18, among Title VI grantees that conducted targeted outreach to notify American Indian and Alaska Native families about available grant-funded services for eligible students, 11 percent of grantees reported that conducting targeted outreach was very challenging, 33 percent reported it was somewhat challenging, and 56 percent reported it was minimally challenging or not challenging.

Notes: BIE schools that used the ISEP count in place of the ED 506 form did not respond to this question. The number of respondents for this exhibit varies because the question was asked only of those respondents that reported using each strategy to identify Title VI-eligible children (see Exhibit A-29). Numbers may not add to 100% due to rounding.

Source: Survey of Title VI Grant Coordinators, Item 3 (*n* = 114–808).

Exhibit A-35. Strategies to identify students eligible to receive Title VI-funded services that were somewhat or very challenging, by grant award size, 2017–18

	Grantees with larger awards			Grantees with smaller awards		
	n	Pct.	*SE*	*n*	Pct.	*SE*
Conduct awareness-raising activities (e.g., trainings, presentations, meetings) with district and/or school staff to identify Title VI-eligible AI/AN students	214	47	3.4	146	44	4.1
Conduct targeted outreach (e.g., by phone or email) to notify AI/AN families about available Title VI-funded services for eligible AI/AN students	307	43	2.8	259	45	3.1
Collaborate and coordinate with local tribes and tribal organizations to determine AI/AN student eligibility to receive Title VI-funded services	284	31	2.8	199	24	3.0
Collaborate and coordinate with local government agencies to notify AI/AN families about Title VI-funded services	74	27	5.2	40	23	6.8
Collaborate and coordinate with school or tribal-based parent committees to notify AI/AN families about Title VI-funded services	140	27	3.8	91	28	4.7
Collaborate and coordinate with the Title VI parent advisory committee to notify AI/AN families about Title VI-funded services	202	25	3.1	123	23	3.8
Collaborate and coordinate with community-based organizations to notify AI/AN families about Title VI-funded services	126	22	3.7	67	24	5.3
Collaborate and coordinate with local tribes and tribal organizations to notify AI/AN families about Title VI-funded services	185	20	2.9	96	22	4.3
Generate reports for students who identified their primary or secondary ethnicity as AI/AN on enrollment forms	383	13	1.7	317	8	1.5
Include questions about students' AI/AN status as part of the school registration processes	428	11	1.5	380	7	1.3
Disseminate eligibility information (flyer, fact sheet) to schools	280	11	1.9	200	5	1.6
Include common tribal affiliations on the ED 506 form	150	7	2.0	105	6	2.3
Include ED 506 form in school enrollment packets	440	7	1.2	356	5	1.2

Exhibit reads: In 2017–18, among grantees that conducted awareness-raising activities to identify eligible students, 47 percent of grantees with larger awards and 44 percent of grantees with smaller awards reported that conducting awareness-raising activities was either somewhat or very challenging.

Notes: BIE schools that used the ISEP count in place of the ED 506 form did not respond to this question. The number of respondents for this exhibit varies because the question was asked only of those respondents that reported using each strategy to identify Title VI-eligible children (see Exhibit A-29).

Source: Survey of Title VI Grant Coordinators, Item 3 (Grantees with larger awards *n* = 74–428; grantees with smaller awards *n* = 40–380).

Exhibit A-36. Strategies to identify students eligible to receive Title VI-funded services that were somewhat or very challenging, by grantee type, 2017–18

	School districts			BIE schools and tribes		
	n	Pct.	*SE*	*n*	Pct.	*SE*
Collaborate and coordinate with local tribes and tribal organizations to determine AI/AN student eligibility to receive Title VI-funded services	483	50	2.4	137	28	2.1
Conduct awareness-raising activities (e.g., trainings, presentations, meetings) to identify Title VI-eligible AI/AN students	351	46	2.7	9	22	13.9
Conduct targeted outreach (e.g., by phone or email) to notify AI/AN families about available Title VI-funded services for eligible AI/AN students	548	43	2.1	18	56	11.7
Collaborate and coordinate with local government agencies to notify AI/AN families about Title VI funded services	108	27	4.3	6	17	15.1
Collaborate and coordinate with community-based organizations to notify AI/AN families about Title VI funded services	184	27	3.1	9	11	10.5
Collaborate and coordinate with the Title VI parent advisory committee to notify AI/AN families about Title VI funded services	321	23	2.4	4	25	21.7
Collaborate and coordinate with local tribes and tribal organizations to notify AI/AN families about Title VI funded services	269	21	2.5	12	8	8.0
Generate reports for students who identified their primary or secondary ethnicity as AI/AN on enrollment forms*	686	10	1.1	14	36	12.8
Collaborate and coordinate with school or tribal-based parent committees to notify AI/AN families about Title VI funded services	223	9	1.0	8	13	11.7
Include questions about students' AI/AN status as part of the school registration processes	794	9	1.0	14	21	11.0
Disseminate eligibility information (flyer, fact sheet) to schools*	466	8	1.3	14	27	12.1
Include common tribal affiliations on the ED 506 form	243	6	1.5	12	17	10.8
Include ED 506 form in school enrollment packets	773	6	0.8	23	9	5.9

Exhibit reads: In 2017–18, among grantees that collaborated and coordinated with organizations that work with American Indian and Alaska Native families, 50 percent of grantees with districts and 28 percent of BIE schools and tribes reported that collaborating and coordinating with local tribes and tribal organizations to determine American Indian and Alaska Native student eligibility to receive Title VI-funded services was either somewhat or very challenging.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). BIE schools that used the ISEP count in place of the ED 506 form did not respond to this question. The number of respondents for this exhibit varies because the question was asked only of those respondents that reported using each strategy to identify Title VI-eligible children (see Exhibit A-29).

Source: Survey of Title VI Grant Coordinators, Item 3 (school districts *n* = 108–794; BIE schools and tribes *n* = 4–137).

Exhibit A-37.   Strategies grantees used to ensure accuracy and completeness of the data collected on the ED 506 forms, 2017–18

	Percent	SE
Collect physical copies of completed ED 506 forms from new American Indian/Alaska Native families	95	0.7
Conduct an annual review of information collected through the ED 506 form to update information on eligible students (e.g., by removing students who have left and removing duplicate student entries)	85	1.1
Link data collected through the ED 506 form to district student enrollment systems	66	1.5
Link data collected through the ED 506 form to state student enrollment systems	27	1.4
Collect electronic copies of ED 506 forms from new American Indian/Alaska Native families	17	1.2

Exhibit reads: In 2017–18, 95 percent of grantees collected physical copies of completed ED 506 forms from new American Indian and Alaska Native families to ensure that the data collected from the forms were accurate and complete.

Note: BIE schools that used the ISEP count in place of the ED 506 form did not respond to this question.

Source: Survey of Indian Education Grant Coordinators, Item 5 (*n* = 1,039).

Exhibit A-38.   Strategies grantees used to ensure accuracy and completeness of the data collected on the ED 506 forms, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	SE	Percent	SE
Collect physical copies of completed ED 506 forms from new American Indian/Alaska Native families*	97	0.6	93	1.1
Conduct an annual review of information collected through the ED 506 form to update information on eligible students (e.g., by removing students who have left and removing duplicate student entries)*	88	1.4	81	1.7
Link data collected through the ED 506 form to district student enrollment systems*	73	1.9	59	2.2
Link data collected through the ED 506 form to state student enrollment systems	27	1.9	27	2.0
Collect electronic copies of ED 506 forms from new American Indian/Alaska Native families*	23	1.8	10	1.4

Exhibit reads: In 2017–18, 97 percent of grantees with larger awards and 93 percent of grantees with smaller awards collected physical copies of ED 506 forms from new American Indian and Alaska Native families.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). BIE schools that used the ISEP count in place of the ED 506 form did not respond to this question.

Source: Survey of Title VI Grant Coordinators, Item 5 (grantees with larger awards *n* = 541; grantees with smaller awards *n* = 498).

Exhibit A-39.   **Strategies grantees used to ensure accuracy and completeness of the data collected through the ED 506 forms, by grantee type, 2017–18**

	School districts		BIE schools and tribes	
	Percent	*SE*	Percent	*SE*
Collect physical copies of completed ED 506 forms from new American Indian/Alaska Native families	96	0.6	97	2.9
Conduct an annual review of information collected through the ED 506 form to update information on eligible students (e.g., by removing students who have left and removing duplicate student entries)	86	1.1	79	6.9
Link data collected through the ED 506 form to district student enrollment systems*	67	1.5	38	8.3
Link data collected through the ED 506 form to state student enrollment systems	27	1.4	12	5.5
Collect electronic copies of ED 506 forms from new American Indian/Alaska Native families	17	1.2	24	7.3

Exhibit reads: In 2017–18, 96 percent of district grantees and 97 percent of BIE and tribal grantees collected physical copies of completed ED 506 forms from new American Indian and Alaska Native families.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). BIE schools that used the ISEP count in place of the ED 506 form did not respond to this question.

Source: Survey of Title VI Grant Coordinators, Item 5 (school districts n = 1,005; BIE schools and tribes n = 34).

Exhibit A-40. Grantees reporting challenges using strategies to ensure that the data collected through the ED 506 form are accurate and complete, 2017–18

	Very challenging		Somewhat challenging		Minimally/not challenging	
	Percent	SE	Percent	SE	Percent	SE
Helping American Indian/Alaska Native parents/guardians collect and submit acceptable information (e.g., tribal membership or enrollment number, letter from tribe) to confirm their child's eligibility to receive Title VI-funded services	11	1.0	34	1.5	55	1.6
Collecting completed ED 506 forms from American Indian/Alaska Native parents/guardians	11	1.0	31	1.5	57	1.5
Comparing information collected through the ED 506 form with school district records on students' race/ethnicity (e.g., disaggregating information about students who identify as two or more races/ethnicities)	6	0.7	20	1.3	75	1.4

Exhibit reads: In 2017–18, 11 percent of grantees reported that helping parents/guardians collect and submit acceptable information to confirm their child's eligibility to receive grant-funded services was very challenging, 34 percent reported that this was somewhat challenging, and 55 percent reported that this was minimally challenging or not challenging.

Note: Analyses excluded respondents selecting "Not applicable" or "Don't know." Numbers may not add to 100% due to rounding.

Source: Survey of Title VI Grant Coordinators, Item 6 (*n* = 1,024).

Exhibit A-41. Strategies to ensure that the data collected through the ED 506 form are accurate and complete that were somewhat or very challenging, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	SE	Percent	SE
Helping American Indian/Alaska Native parents/guardians collect and submit acceptable information (e.g., tribal membership or enrollment number, letter from tribe) to confirm their child's eligibility to receive Title VI-funded services*	46	1.6	19	7.1
Collecting completed ED 506 forms from American Indian/Alaska Native parents/guardians	43	1.6	29	7.8
Comparing information collected through the ED 506 form with school district records on students' race/ethnicity (e.g., disaggregating information about students who identify as two or more races/ethnicities)	25	1.4	36	8.8

Exhibit reads: In 2017–18, 46 percent of district grantees and 19 percent of BIE schools and tribes reported that helping parents/guardians collect and submit acceptable information to confirm their child's eligibility to receive grant-funded services was somewhat or very challenging.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). BIE schools that used the ISEP count in place of the ED 506 form did not respond to this question. Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 6 (school districts n = 990; BIE schools and tribes n = 34).

Exhibit A-42. **Strategies to ensure that the data collected through the ED 506 form are accurate and complete that were somewhat or very challenging, by grant award size, 2017–18**

	Grantees with larger awards		Grantees with smaller awards	
	Percent	SE	Percent	SE
Helping American Indian/Alaska Native parents/guardians collect and submit acceptable information (e.g., tribal membership or enrollment number, letter from tribe) to confirm their child's eligibility to receive Title VI-funded services	47	2.2	42	2.3
Collecting completed ED 506 forms from American Indian/Alaska Native parents/guardians	43	2.1	42	2.2
Comparing information collected through the ED 506 form with school district records on students' race/ethnicity (e.g., disaggregating information about students who identify as two or more races/ethnicities)	29	2.0	22	1.9

Exhibit reads: In 2017–18, 47 percent of grantees with larger awards and 42 percent of grantees with smaller awards reported that helping parents/guardians collect and submit acceptable information to confirm their child's eligibility to receive grant-funded services was somewhat or very challenging.

Notes: BIE schools that used the ISEP count in place of the ED 506 form did not respond to this question. Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 6 (grantees with larger awards *n* = 534; grantees with smaller awards *n* = 490).

Exhibit A-43.   Stakeholder groups from which Title VI projects collected information, 2017–18

	Percent	SE
Title VI Parent Advisory Committee	90	0.9
Educators	86	1.1
Students	85	1.1
School boards and/or district administrators	79	1.3
School- or tribal based parent committees	73	1.4
Tribes/tribal organizations	68	1.5
Community-based organizations	50	1.6
Institutions of higher education	32	1.5

Exhibit reads: In 2017–18, among grantees that collected information from stakeholder groups, 90 percent collected information from the Title VI Parent Advisory Committee.

Note: Grantees that indicated on Item 9 that they did not consult with any stakeholders to identify American Indian and Alaska Native students' needs did not answer this question.

Source: Survey of Title VI Grant Coordinators, Item 9 (*n* = 972).

Exhibit A-44.   Stakeholder groups from which Title VI projects collected information, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	SE	Percent	SE
Title VI Parent Advisory Committee	91	1.3	90	1.4
Educators	85	1.6	87	1.6
Students	83	1.7	87	1.5
School boards and/or district administrators	82	1.7	87	1.6
School- or tribal based parent committees	73	2.0	74	2.1
Tribes/tribal organizations*	77	1.9	57	2.3
Community-based organizations	57	2.2	42	2.3
Institutions of higher education*	40	2.2	25	2.0

Exhibit reads: In 2017–18, among grantees that collected information from stakeholder groups, 91 percent of grantees with larger awards and 90 percent of grantees with smaller awards collected information from the Title VI Parent Advisory Committee.

Notes: * Indicates the difference is statistically significant (*p* < 0.05). Grantees that indicated on Item 9 that they did not consult with any stakeholders to identify American Indian and Alaska Native students' needs did not answer this question.

Source: Survey of Title VI Grant Coordinators, Item 9 (grantees with larger awards *n* = 511; grantees with smaller awards *n* = 461).

Exhibit A-45.   Stakeholder groups from which Title VI projects collected information, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	*SE*	**Percent**	*SE*
Title VI Parent Advisory Committee*	94	0.8	62	5.0
Educators	86	1.2	89	3.2
Students	85	1.2	87	3.4
School boards and/or district administrators	80	1.4	77	4.4
School- or tribal based parent committees	72	4.6	73	1.5
Tribes/tribal organizations*	71	1.5	31	4.8
Community-based organizations	50	1.7	49	5.2
Institutions of higher education	32	1.6	50	5.2

Exhibit reads: In 2017–18, among grantees that collected information from stakeholder groups, 94 percent of districts and 62 percent of BIE schools and tribes collected information from the Title VI Parent Advisory Committee.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). Grantees that indicated on Item 9 that they did not consult with any stakeholders to identify American Indian and Alaska Native students' needs did not answer this question.

Source: Survey of Title VI Grant Coordinators, Item 9 (school districts n = 878; BIE schools and tribes n = 94).

Exhibit A-46.   Strategies Title VI grantees used to collect information from stakeholder groups, 2017–18

	Percent	*SE*
Public hearings	70	1.5
Convenings with stakeholder groups	64	1.6
Surveys	62	1.6
Interviews/focus groups	46	1.6
Title VI-sponsored events/activities	42	1.6
Listservs or other online forums	10	1.0

Exhibit reads: In 2017–18, among grantees that collected information from stakeholder groups, 70 percent collected information from stakeholder groups through public hearings.

Note: Grantees that indicated on Item 9 that they did not consult with any stakeholders to identify American Indian and Alaska Native students' needs did not answer this question.

Source: Survey of Title VI Grant Coordinators, Item 9 (n = 945).

Exhibit A-47. Strategies Title VI grantees used to collect information from stakeholder groups, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	*SE*	Percent	*SE*
Public hearings*	76	1.9	62	2.3
Convenings with stakeholder groups	67	2.1	61	2.3
Surveys*	70	2.1	52	2.4
Interviews/focus groups	48	2.2	44	2.3
Title VI-sponsored events/activities*	51	2.2	32	2.2
Listservs or other online forums	12	1.5	9	1.3

Exhibit reads: In 2017–18, among grantees that collected information from stakeholder groups, 76 percent of grantees with larger awards and 62 percent of grantees with smaller awards collected information from stakeholder groups through public hearings.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). Grantees that indicated on Item 9 that they did not consult with any stakeholders to identify American Indian and Alaska Native students' needs did not answer this question.

Source: Survey of Title VI Grant Coordinators, Item 9 (grantees with larger awards n = 496; grantees with smaller awards n = 449).

Exhibit A-48. Strategies Title VI grantees used to collect information from stakeholder groups, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	*SE*	Percent	*SE*
Public hearings*	73	1.5	41	5.1
Convenings with stakeholder groups*	66	1.6	51	5.2
Surveys	62	1.7	62	5.0
Interviews/focus groups	47	1.7	39	5.1
Title VI-sponsored events/activities*	43	1.7	30	4.8
Listservs or other online forums	11	1.1	10	3.1

Exhibit reads: In 2017–18, among grantees that collected information from stakeholder groups, 73 percent of district grantees and 41 percent of BIE and tribal grantees collected information from stakeholder groups through public hearings.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). Grantees that indicated on Item 9 that they did not consult with any stakeholders to identify American Indian and Alaska Native students' needs did not answer this question.

Source: Survey of Title VI Grant Coordinators, Item 9 (school districts n = 852; BIE schools and tribes n = 93).

Exhibit A-49.   Groups represented on Title VI Parent Advisory Committees, 2017–18

	Percent	SE
Parents/guardians of AI/AN students eligible to receive Title VI-funded services	98	0.4
Teachers	83	1.2
Students eligible for Title VI-funded services	74	1.4
Tribal leaders/representatives	37	1.5

Exhibit reads: In 2017–18, 96 percent of grantees reported that the parents/guardians of American Indian and Alaska Native students were represented on their Title VI Parent Advisory Committee.

Source: Survey of Title VI Grant Coordinators, Item 20 (*n* = 1,028).

Exhibit A-50.   Groups represented on Title VI Parent Advisory Committees, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	SE	Percent	SE
Parents/guardians of AI/AN students eligible to receive Title VI-funded services	99	0.5	98	0.7
Teachers	85	1.6	82	1.7
Students eligible for Title VI-funded services*	80	1.7	68	2.1
Tribal leaders/representatives*	43	2.1	31	2.1

Exhibit reads: In 2017–18, 99 percent of district grantees with larger awards and 98 percent of district grantees with smaller awards reported that the parents/guardians of American Indian and Alaska Native students were represented on their Title VI Parent Advisory Committee.

Note: * Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 20 (grantees with larger awards *n* = 531; grantees with smaller awards *n* = 497).

Exhibit A-51.   Frequency of Title VI Parent Advisory Committee Meetings in 2017–18

	Percent	SE
Once during the academic year	30	1.4
Monthly	21	1.3
Quarterly	21	1.3
Once each academic semester	19	1.2

Exhibit reads: In 2017–18, 30 percent of district grantees reported that their Title VI Parent Advisory Committee meets once during the academic year.

Source: Survey of Title VI Grant Coordinators, Item 21 (*n* = 1,019).

Exhibit A-52. Frequency of Title VI Parent Advisory Committee Meetings, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	SE	Percent	SE
Monthly*	27	1.9	15	1.6
Quarterly*	26	1.9	17	1.7
Once during the academic year*	20	1.7	40	2.2
Once each academic semester	16	1.6	21	1.8

Exhibit reads: In 2017–18, 27 percent of district grantees with larger awards and 15 percent of grantees with smaller awards reported that their Title VI Parent Advisory Committee meets monthly.

Note: * Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 21 (grantees with larger awards n = 524; grantees with smaller awards n = 495).

Exhibit A-53. Title VI Parent Advisory Committee support for planning, 2017–18

	Yes		No		Don't know		Not applicable	
	Percent	SE	Percent	SE	Percent	SE	Percent	SE
Reviewing and approving Title VI Indian Education LEA Grants application components	89	1.0	8	0.9	2	0.4	0.6	0.2
Setting objectives for Title VI-funded services and activities	84	1.2	14	1.1	2	0.4	0.3	0.2
Evaluating Title VI-funded activities and services	78	1.3	19	1.2	3	0.5	1	0.3
Planning school-level non-academic services and activities (e.g., field trips, cultural activities)	62	1.5	34	1.5	2	0.5	2	1.4
Allocating Title VI funds	61	1.5	36	1.5	2	0.5	1	0.3
Identifying local partners to support Title VI-funded services and activities	55	1.6	38	1.5	4	0.6	2	0.5
Assisting with local assessments to identify American Indian/Alaska Native students' educationally and culturally relevant academic needs	48	1.6	46	1.6	3	0.6	3	0.5
Conducting outreach related to ED 506 forms	36	1.5	58	1.5	4	1.6	2	0.5
Hiring staff (e.g., teachers, counselors) to support Title VI-funded services and activities	24	1.3	69	1.4	2	0.4	5	0.7

Exhibit reads: In 2017–18, 89 percent of district grantees reported that their Title VI Parent Advisory Committee reviewed and approved components of the Title VI grant application.

Source: Survey of Title VI Grant Coordinators, Item 22 (n = 1,028).

Exhibit A-54. Title VI Parent Advisory Committee support for planning, 2017–18, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	SE	Percent	SE
Reviewing and approving Title VI Indian Education LEA Grants application components*	94	1.1	85	1.6
Setting objectives for Title VI-funded services and activities	82	1.7	86	1.5
Evaluating Title VI-funded activities and services	80	1.7	76	1.9
Planning school-level non-academic services and activities (e.g., field trips, cultural activities)	62	2.1	61	2.2
Allocating Title VI funds	61	2.1	61	2.1
Identifying local partners to support Title VI-funded services and activities*	60	2.1	49	2.2
Assisting with local assessments to identify American Indian/Alaska Native students' educationally and culturally relevant academic needs	52	2.2	43	2.2
Conducting outreach related to ED 506 forms	35	2.1	37	2.2
Hiring staff (e.g., teachers, counselors) to support Title VI-funded services and activities*	29	2.0	18	1.7

Exhibit reads: In 2017–18, 94 percent of district grantees with larger awards and 85 percent of district grantees with smaller awards reported that their Title VI Parent Advisory Committee reviewed and approved components of the Title VI grant application.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 22 (grantees with larger awards n = 531; grantees with smaller awards n = 497).

Exhibit A-55.   Data sources Title VI grant coordinators used to plan services, 2017–18

	Yes		No		Don't know		Not applicable	
	Percent	*SE*	Percent	*SE*	Percent	*SE*	Percent	*SE*
Administrative data (e.g., course grades, test scores, attendance rate, behavior, graduation and/or dropout data, college acceptance data)	94	0.7	3	0.5	2	0.5	1	0.2
Information from parents about students' culturally relevant academic needs (e.g., school climate data)	86	1.0	10	0.9	4	0.5	1	0.3
Information from school teachers and administrators about students' culturally relevant academic needs	82	1.1	12	1.0	4	0.6	1	0.3
Information from public hearings	73	1.3	21	1.2	4	0.5	3	0.5
Information about services and activities delivered by other organizations that serve American Indian/Alaska Native student	52	1.5	38	1.4	7	0.8	3	0.5
School and district equity audit data (e.g., assessments of school resources, teacher placement, access to academic programs such as advanced placement courses and talented and gifted programs)	49	1.5	36	1.4	11	0.9	5	0.6
Published reports on issues related to American Indian/Alaska Native education (e.g., research produced by think tanks, university researchers, government agencies, tribal organizations)	25	1.3	61	1.4	10	0.9	5	0.6

Exhibit reads: In 2017–18, 94 percent of grantees used school district-collected administrative data (e.g., course grades, test scores, attendance rate, behavior data, graduation and/or dropout data, and college acceptance data) to plan grant-funded services and activities.

Source: Survey of Title VI Grant Coordinators, Item 12 (*n* = 1,155).

Exhibit A-56.   Data sources Title VI grant coordinators used to plan services, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	*SE*	**Percent**	*SE*
Administrative data (e.g., course grades, test scores, attendance rate, behavior, graduation and/or dropout data, college acceptance data)	94	0.8	92	2.5
Information from parents about students' culturally relevant academic needs (e.g., school climate data)	87	1.1	83	3.4
Information from school teachers and administrators about students' culturally relevant academic needs	92	1.2	87	3.1
Information from public hearings*	76	1.3	47	4.5
Information about services and activities delivered by other organizations that serve American Indian/Alaska Native students*	54	1.6	38	4.4
School and district equity audit data (e.g., assessments of school resources, teacher placement, access to academic programs such as advanced placement courses and talented and gifted programs)	49	1.1	42	4.5
Published reports on issues related to American Indian/Alaska Native education (e.g., research produced by think tanks, university researchers, government agencies, tribal organizations)	25	1.3	25	3.9

Exhibit reads: In 2017–18, 94 percent of school districts and 92 percent of BIE schools and tribes used school district-collected administrative data (e.g., course grades, test scores, attendance rate, behavior data, graduation and/or dropout data, and college acceptance data) to plan grant-funded services and activities.

Note: * Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 12 (school districts n = 1, 034; BIE schools and tribes n = 121).

Exhibit A-57. Data sources Title VI grant coordinators used to plan services, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	*SE*	**Percent**	*SE*
Administrative data (e.g., course grades, test scores, attendance rate, behavior, graduation and/or dropout data, college acceptance data)	94	1.0	93	1.1
Information from parents about students' culturally relevant academic needs (e.g., school climate data)*	89	1.3	83	1.6
Information from school teachers and administrators about students' culturally relevant academic needs	84	1.5	81	1.7
Information from public hearings*	77	1.7	68	2.0
Information about services and activities delivered by other organizations that serve American Indian/Alaska Native student*	59	2.0	45	2.1
School and district equity audit data (e.g., assessments of school resources, teacher placement, access to academic programs such as advanced placement courses and talented and gifted programs)	52	2.0	45	2.1
Published reports on issues related to American Indian/Alaska Native education (e.g., research produced by think tanks, university researchers, government agencies, tribal organizations)	29	1.9	20	1.7

Exhibit reads: In 2017–18, 94 percent of grantees with larger awards and 93 percent of grantees with smaller awards used school district-collected administrative data (e.g., course grades, test scores, attendance rate, behavior data, graduation and/or dropout data, and college acceptance data) to plan grant-funded services and activities.

Note: * Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 12 (grantees with larger awards n = 596; grantees with smaller awards n = 559).

Exhibit A-58.   Grantees reporting challenges to efforts to plan Title VI-funded services and activities, 2017–18

	Very challenging		Somewhat challenging		Minimally/not challenging	
	Percent	SE	Percent	SE	Percent	SE
Coordinating planned services with other organizations (e.g., coordinating mental health services with local health organization)	11	1.0	28	1.5	61	1.6
Obtaining input from tribes/tribal organizations to plan services	11	1.0	23	1.3	66	1.4
Obtaining input from the Title VI Parent Advisory Committee to plan services	10	0.9	19	1.2	71	1.4
Obtaining input from other stakeholders to plan services (e.g., parents, educators, students, community members, and/or comments from public hearings)	7	0.8	27	1.3	66	1.5
Identifying appropriate curricula/resources to support Title VI-funded planned services	4	0.6	25	1.3	71	1.4
Coordinating Title-VI funding for planned services with other funding sources (e.g., other federal funding, state funding)	4	0.6	19	1.2	77	1.3
Using data to identify American Indian/Alaska Native students' educational and culturally relevant academic needs	3	0.5	16	1.1	81	1.2
Complying with grant requirements to fund planned services	3	0.5	12	1.0	86	1.1
Accessing data to identify American Indian/Alaska Native students' educational and culturally relevant academic needs (e.g., course grades, test scores, attendance rate, behavior, graduation and/or dropout data, college acceptance data, parent information, teacher information, school and district equity audit data)	2	0.4	12	1.0	86	1.0

Exhibit reads: In 2017–18, 11 percent of grantees reported that it was very challenging to coordinate planned services with other organizations, 28 reported it was somewhat challenging, and 61 percent reported it was minimally challenging or not challenging.

Note: Analyses excluded respondents selecting "Not applicable" or "Don't know." Numbers may not add to 100% due to rounding.

Source: Survey of Title VI Grant Coordinators, Item 13 (*n* = 1,116).

Exhibit A-59. Efforts to plan Title VI-funded services and activities that were somewhat or very challenging, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	*SE*	**Percent**	*SE*
Coordinating planned services with other organizations (e.g., coordinating mental health services with local health organization)	39	1.7	39	4.9
Obtaining input from tribes/tribal organizations to plan services*	34	1.6	47	5.8
Obtaining input from other stakeholders to plan services (e.g., parents, educators, students, community members, and/or comments from public hearings)	32	1.5	44	4.6
Identifying appropriate curricula/resources to support Title VI-funded planned services	29	1.5	27	4.2
Obtaining input from the Title VI Parent Advisory Committee to plan services*	27	1.4	47	5.4
Coordinating Title VI funding for planned services with other funding sources (e.g., other federal funding, state funding)	23	1.4	26	4.4
Using data to identify American Indian/Alaska Native students' educational and culturally relevant academic needs	19	1.2	23	3.9
Complying with grant requirements to fund planned services	15	1.1	11	2.9
Accessing data to identify American Indian/Alaska Native students' educational and culturally relevant academic needs (e.g., course grades, test scores, attendance rate, behavior, graduation and/or dropout data, college acceptance data, parent information, teacher information, school and district equity audit data)	14	1.1	14	3.3

Exhibit reads: In 2017–18, 39 percent of district grantees and 39 percent of BIE and tribal grantees reported that coordinating planned services with other organizations was somewhat or very challenging.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 13 (school districts $n = 1,002$; BIE schools and tribes $n = 114$).

Exhibit A-60.   Efforts to plan Title VI-funded services and activities that were somewhat or very challenging, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	*SE*	**Percent**	*SE*
Coordinating planned services with other organizations (e.g., coordinating mental health services with local health organization)	38	2.2	40	2.4
Obtaining input from tribes/tribal organizations to plan services	34	2	34	2.2
Obtaining input from other stakeholders to plan services (e.g., parents, educators, students, community members, and/or comments from public hearings)	33	2	34	2.1
Identifying appropriate curricula/resources to support Title VI-funded planned services	28	1.9	30	2
Obtaining input from the Title VI Parent Advisory Committee to plan services	25	1.8	33	2
Coordinating Title-VI funding for planned services with other funding sources (e.g., other federal funding, state funding)	22	1.8	25	2
Using data to identify American Indian/Alaska Native students' educational and culturally relevant academic needs	20	1.7	18	1.7
Complying with grant requirements to fund planned services	15	1.5	14	1.5
Accessing data to identify American Indian/Alaska Native students' educational and culturally relevant academic needs (e.g., course grades, test scores, attendance rate, behavior, graduation and/or dropout data, college acceptance data, parent information, teacher information, school and district equity audit data)	13	1.4	14	1.5

Exhibit reads: In 2017–18, 38 percent of grantees with larger awards and 40 percent of grantees with smaller awards reported that coordinating planned services with other organizations was somewhat or very challenging.

Note: Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 13 (grantees with larger awards *n* = 581; grantees with smaller awards *n* = 535).

Chapter 4. Measuring Progress toward Title VI Service Objectives

Exhibit A-61. Objectives of Title VI-funded projects, 2017–18

	Percent	SE
Academic achievement/skill development		
Increase AI/AN students' academic achievement	81	1.1
Decrease achievement gaps between AI/AN students and other racial/ethnic groups	27	1.3
Enhance AI/AN students' problem solving and cognitive skills development	25	1.3
Language and culture		
Increase AI/AN students' knowledge of cultural identity and awareness	60	1.4
Increase Native American Language instruction programs	20	1.2
School readiness and engagement		
Increase school attendance rate for AI/AN students	44	1.5
Increase AI/AN students' school readiness	35	1.4
Increase parent engagement in AI/AN students' schools	35	1.4
College and career		
Increase graduation rate for AI/AN students	38	1.4
Increase college enrollment for AI/AN students	26	1.3
Increase career readiness skills for AI/AN students	25	1.3
Prevention		
Decrease school dropout rate for AI/AN students	27	1.3
Increase substance abuse prevention for AI/AN students	10	0.9

Exhibit reads: In their 2017–18 grant application, 81 percent of grantees included increasing American Indian and Alaska Native students' academic achievement among their project objectives.

Source: Survey of Title VI Grant Coordinators, Item 10 (*n* = 1,161).

Exhibit A-62. Objectives of Title VI-funded projects for American Indian and Alaska Native students, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	*SE*	**Percent**	*SE*
Academic achievement/skill development				
Increase AI/AN students' academic achievement*	83	1.2	71	4.1
Decrease achievement gaps between AI/AN students and other racial/ethnic groups*	28	1.4	15	3.2
Enhance AI/AN students' problem solving and cognitive skills development	25	1.4	22	3.7
Language and culture				
Increase AI/AN students' knowledge of cultural identity and awareness*	59	1.5	73	4.0
Increase Native American Language instruction programs*	18	1.2	42	4.4
School readiness and engagement				
Increase school attendance rate for AI/AN students	45	1.5	35	4.3
Increase AI/AN students' school readiness	36	1.5	32	4.2
Increase parent engagement in AI/AN students' schools	34	1.5	39	4.4
College and career				
Increase graduation rate for AI/AN students*	40	1.5	24	3.8
Increase college enrollment for AI/AN students*	27	1.4	14	3.1
Increase career readiness skills for AI/AN students	25	1.4	20	3.6
Prevention				
Decrease school dropout rate for AI/AN students*	29	1.4	16	3.3
Increase substance abuse prevention for AI/AN students	10	0.9	10	2.7

Exhibit reads: In 2017–18, 83 percent of district grantees and 71 percent of BIE and tribal grantees included increasing the graduation rate of American Indian and Alaska Native students among their project objectives.

Note: * Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 10 (school districts n = 1,036; BIE schools and tribes n = 125).

Exhibit A-63.   Objectives of Title VI-funded projects, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	SE	Percent	SE
Academic achievement/skill development				
Increase AI/AN students' academic achievement	81	1.6	82	1.6
Decrease achievement gaps between AI/AN students and other racial/ethnic groups	26	1.8	27	1.9
Enhance AI/AN students' problem solving and cognitive skills development	25	1.8	25	1.8
Language and culture				
Increase AI/AN students' knowledge of cultural identity and awareness	63	2.0	57	2.1
Increase Native American Language instruction programs*	24	1.8	16	1.5
School readiness and engagement				
Increase school attendance rate for AI/AN students	45	2.0	43	2.1
Increase AI/AN students' school readiness	34	1.9	36	1.9
Increase parent engagement in AI/AN students' schools	35	2.0	34	2.0
College and career				
Increase graduation rate for AI/AN students*	46	2.0	30	1.9
Increase college enrollment for AI/AN students	28	1.8	23	1.8
Increase career readiness skills for AI/AN students	27	1.8	23	1.8
Prevention				
Decrease school dropout rate for AI/AN students*	33	1.9	21	1.7
Increase substance abuse prevention for AI/AN students	10	1.2	10	1.3

Exhibit reads: In 2017–18, 81 percent of grantees with larger awards and 82 percent of grantees with smaller awards included increasing the graduation rates of American Indian and Alaska Native students among their project objectives.

Note: * Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 10 (grantees with larger awards $n = 600$; grantees with smaller awards $n = 561$).

Exhibit A-64. Data sources used to measure progress toward Title VI-funded project objectives, 2017–18

	Percent	*SE*
State standardized assessments for American Indian/Alaska Native students receiving Title VI-funded services	83	1.1
Attendance data for American Indian/Alaska Native students receiving Title VI-funded services	80	1.2
Graduation/dropout data for American Indian/Alaska Native students receiving Title VI-funded services	66	1.4
Local standardized assessments for American Indian/Alaska Native students receiving	55	1.5
Survey or focus group data collected from parents, guardians, or families of American Indian/Alaska Native students	46	1.5
Survey or focus group data collected from American Indian/Alaska Native students receiving Title VI-funded services	43	1.5
Staff surveys or focus group data (e.g., with teachers, administrators, and/or support personnel) collected from schools serving American Indian/Alaska Native students	39	1.4
College acceptance data for American Indian/Alaska Native students receiving Title VI-funded services	26	1.3
Performance portfolios for American Indian/Alaska Native students receiving Title VI-funded services, including examples of student work and other artifacts	25	1.3
Other culturally relevant measures	9	0.9
N/A: None of these data sources were used	1	0.3

Exhibit reads: In 2017–18, 83 percent of grantees used state standardized assessments to measure progress toward project objectives.

Source: Survey of Title VI Grant Coordinators, Item 26 (*n* = 1,146).

Exhibit A-65. Data sources used to measure progress toward Title VI project objectives, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	*SE*	**Percent**	*SE*
State standardized assessments for American Indian/Alaska Native students receiving Title VI-funded services*	85	1.1	67	4.3
Attendance data for American Indian/Alaska Native students receiving Title VI-funded services	80	1.2	77	3.9
Graduation/dropout data for American Indian/Alaska Native students receiving Title VI-funded services*	69	1.4	41	4.5
Local standardized assessments for American Indian/Alaska Native students receiving	56	1.5	51	4.6
Survey or focus group data collected from parents, guardians, or families of American Indian/Alaska Native students	46	1.6	43	4.6
Survey on focus group data collected from American Indian/Alaska Native students receiving Title VI-funded services	43	1.5	42	4.5
School staff surveys or focus group data (e.g., with teachers, administrators, and/or support personnel) collected from schools serving American Indian/Alaska Native students	38	1.5	46	4.6
College acceptance data for American Indian/Alaska Native students receiving Title VI-funded services*	27	1.4	15	3.3
Performance portfolios for American Indian/Alaska Native students receiving Title VI-funded services, including examples of student work and other artifacts	24	1.3	34	4.4
Other culturally relevant measures*	8	0.8	21	3.8
N/A: None of these data sources were used	1	0.3	3	1.4

Exhibit reads: In 2017–18, 85 percent of district grantees and 67 percent of BIE and tribal grantees used state standardized assessments to measure progress toward project objectives.

Note: * Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 26 (school districts n = 1,028; BIE schools and tribes n =118).

Exhibit A-66.   Data sources used to measure progress toward Title VI-funded project objectives, by grant award size, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	*SE*	**Percent**	*SE*
State standardized assessments for American Indian/Alaska Native students receiving Title VI-funded services	86	1.4	81	1.7
Attendance data for American Indian/Alaska Native students receiving Title VI-funded services	82	1.6	77	1.8
Graduation/dropout data for American Indian/Alaska Native students receiving Title VI-funded services*	74	1.8	58	2.1
Local standardized assessments for American Indian/Alaska Native students receiving	59	2.0	51	2.1
Survey or focus group data collected from parents, guardians, or families of American Indian/Alaska Native students*	53	2.1	38	2.1
Survey or focus group data collected from American Indian/Alaska Native students receiving Title VI-funded services*	49	2.1	36	2.0
School staff surveys or focus group data (e.g., with teachers, administrators, and/or support personnel) collected from schools serving American Indian/Alaska Native students*	44	2.0	34	2.0
College acceptance data for American Indian/Alaska Native students receiving Title VI-funded services	29	1.9	34	2.0
Performance portfolios for American Indian/Alaska Native students receiving Title VI-funded services, including examples of student work and other artifacts	26	1.8	24	1.8
Other culturally relevant measures*	13	1.4	5	1.0
N/A: None of these data sources were used	1	0.4	1	0.4

Exhibit reads: In 2017–18, 86 percent of grantees with larger awards and 81 percent with smaller awards used state standardized assessments to measure progress toward project objectives.

Note: * Indicates the difference is statistically significant ($p < 0.05$).

Source: Survey of Title VI Grant Coordinators, Item 26 (grantees with larger awards n = 592; grantees with smaller awards n = 554).

Exhibit A-67.   Title VI grantees reporting challenges to implementing data collection or data use strategies, 2017–18

	Very challenging		Somewhat challenging		Minimally/not challenging	
	Percent	SE	Percent	SE	Percent	SE
Linking multiple student-level databases (e.g., state assessment data, college enrollment information)	13	1.2	28	1.6	59	1.7
Analyzing data to make decisions about project services and activities	6	0.8	20	1.3	74	1.4
Identifying appropriate data sources on Title VI-eligible American Indian/Alaska Native students	5	0.7	19	1.2	76	1.3
Accessing student-level data (e.g., state assessment data, collect enrollment information) for Title VI-eligible American Indian/Alaska Native students	2	0.5	13	1.0	85	1.1

Exhibit reads: In 2017–18, 13 percent of Title VI grantees reported that linking multiple student-level databases was very challenging, 28 percent reported that it was somewhat challenging, and 59 percent reported that it was minimally challenging or not challenging.

Note: Analyses excluded respondents selecting "Not applicable" or "Don't know." Numbers may not add to 100% due to rounding.

Source: Survey of Title VI Grant Coordinators, Item 27 (*n* = 1,080).

Exhibit A-68.   Data collection or data use strategies that were somewhat or very challenging, by grantee type, 2017–18

	School districts		BIE schools and tribes	
	Percent	*SE*	**Percent**	*SE*
Linking multiple student-level databases (e.g., state assessment data, college enrollment information)	41	1.8	42	5.7
Identifying appropriate data sources on Title VI-eligible American Indian/Alaska Native students	26	1.4	24	4.1
Analyzing data to make decisions about project services and activities	26	1.5	25	4.4
Accessing student-level data (e.g., state assessment data, collect enrollment information) for Title VI-eligible American Indian/Alaska Native students	15	1.1	19	3.8

Exhibit reads: In 2017–18, 41 percent of district grantees and 42 percent of BIE and tribal grantees reported that linking multiple student-level databases was somewhat or very challenging.

Note: Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 27 (school districts *n* = 970; BIE schools and tribes *n* = 110).

Exhibit A-69.   Data collection or data use strategies that were somewhat or very challenging, 2017–18

	Grantees with larger awards		Grantees with smaller awards	
	Percent	*SE*	**Percent**	*SE*
Linking multiple student-level databases (e.g., state assessment data, college enrollment information)*	46	2.3	36	2.5
Identifying appropriate data sources on Title VI-eligible American Indian/Alaska Native students	25	1.8	23	1.8
Analyzing data to make decisions about project services and activities	27	2.0	26	2.1
Accessing student-level data (e.g., state assessment data, collect enrollment information) for Title VI-eligible American Indian/Alaska Native students	17	1.6	14	1.5

Exhibit reads: In 2017–18, 46 percent of grantees with larger awards and 36 percent of grantees with smaller awards reported that linking multiple student-level databases was somewhat or very challenging.

Notes: * Indicates the difference is statistically significant ($p < 0.05$). Analyses excluded respondents selecting "Not applicable" or "Don't know."

Source: Survey of Title VI Grant Coordinators, Item 27 (grantees with larger awards *n* = 565; grantees with smaller awards *n* = 515).

Appendix B. Data Collection Instruments

Survey of Title VI Grant Coordinators

The Title VI Indian Education LEA Grants Program requires grantees to report the number of students eligible for services. The number includes all AI/AN students for whom schools or districts have collected an Indian Student Certification (ED 506) form that is signed by the child's parent or guardian. This section asks questions designed to understand how grantees collect timely, accurate, and complete information about students eligible for Title VI-funded services.

I.　　Identifying and Counting Eligible AI/AN Students

1. **[FOR LEAs ONLY]** This school year, in 2017-18, approximately how many AI/AN tribes, bands, and groups (including federally recognized, state-recognized, terminated, and/or organized Indian groups) are (a) enrolled by your school district; and (b) served by Title VI-funded services? *NOTE: If you do not know the answer to one or both of these questions, please write DK ("Don't Know") in the appropriate space below.*

   a. Number of AI/AN tribes, bands and groups with students enrolled in the district: _____
   b. Number of AI/AN tribes, bands, and groups with students served by Title VI-funded services: _____

1a. **[FOR BIE SCHOOLS ONLY]** How does your school document your Indian student count? [Select one]
   a. Maintaining ED 506 Forms on Indian student
   b. Using the Indian School Equalization Program (ISEP) average daily membership (ADM) count

2. For this school year, 2017-18, which of the following strategies does your Title VI-funded project use to identify students who are eligible to receive Title VI-funded services? (Select ALL that apply.)
   a. Conduct targeted outreach (e.g., by phone or email) to notify AI/AN families about available Title VI-funded services for eligible AI/AN students
   b. Conduct awareness-raising activities (e.g., trainings, presentations, meetings) to identify Title VI-eligible AI/AN students with: **(Triggers drop down menu)**
      • *District* staff (e.g., enrollment administrators, directors of other federal programs)
      • *School* staff (e.g., secretaries, administrators, counselors, teachers)
   c. **[FOR LEAs ONLY]** Collaborate and coordinate with local tribes and tribal organizations to determine AI/AN student eligibility to receive Title VI-funded services (e.g., help to distinguish multiple federal definitions of AI/AN students, including Title VI grant definition versus Johnson-O'Malley Act definition)
   d. Collaborate and coordinate with organizations that work with AI/AN families to notify them about available Title VI-funded services: **(Triggers drop down menu)**
      • Title VI Parent Advisory Committee
      • Local tribes and tribal organizations
      • Community-based organizations
      • Local government agencies
      • School- or tribal-based parent committees
   e. Include questions about students' AI/AN status as part of the school registration processes
   f. Include common tribal affiliations on the ED 506 form
   g. Disseminate eligibility information (flyer, fact sheet) to schools
   h. Run reports for students who identified their primary or secondary ethnicity as AI/AN on school enrollment forms and submit information to the Title VI office
   i. Include ED 506 form in school enrollment packets
   j. Other (PLEASE SPECIFY): _____
   k. N/A: My project did not identify students eligible to receive Title VI-funded services for the 2017-18 school year. **[Skip to Q4)**

3. [*[Note: Online survey software will pipe in the activities selected in Q2]*] For this school year, 2017-18, how challenging is each of the following strategies as your project seeks to identify Title VI-eligible AI/AN students?

	Not challenging	Minimally challenging	Somewhat challenging	Very challenging
a. Conduct targeted outreach (e.g., by phone or email) to notify AI/AN families about available Title VI-funded services for eligible AI/AN students	☐	☐	☐	☐
b. Conduct awareness-raising activities (e.g., trainings, presentations, meetings) to identify Title VI-eligible AI/AN students with [Online software will pipe in the responses selected in Q2]	☐	☐	☐	☐
c. **[FOR LEAs ONLY]** Collaborate and coordinate with local tribes and tribal organizations to determine AI/AN student eligibility to receive Title VI-funded services (e.g., help to distinguish multiple federal definitions of AI/AN students, including Title VI grant definition versus Johnson-O'Malley Act definition)	☐	☐	☐	☐
d. Collaborate and coordinate with organizations that work with AI/AN families to notify them about available Title VI-funded services [Online software will pipe in the responses selected in Q2]	☐	☐	☐	☐
e. Include questions about students' AI/AN status as part of the school registration processes	☐	☐	☐	☐
f. Include common tribal affiliations on the ED 506 form	☐	☐	☐	☐
g. Disseminate eligibility information (flyer, fact sheet) to schools	☐	☐	☐	☐
h. Ask schools to run reports for students who identified their secondary ethnicity as AI/AN on enrollment forms and submit information to the Title VI office	☐	☐	☐	☐

4. *[For activities in Q3 considered "somewhat" or "very challenging"]* In what way(s) are these strategies challenging?

_____

_____

5. For this school year, 2017-18, which of the following strategies does your project use to ensure that the data collected through the Indian Student Certification (ED 506) form are accurate and complete? (Select ALL that apply.)

   a. Link data collected through the ED 506 form to <u>district</u> student enrollment systems
   b. Link data collected through the ED 506 form to <u>state</u> student enrollment systems
   c. Conduct an annual review of information collected through the ED 506 form to update information on eligible students (e.g., by removing students who have left and removing duplicate student entries)
   d. Collect physical copies of completed ED 506 forms from AI/AN families
   e. Collect electronic copies of ED 506 forms from AI/AN families
   f. Other (PLEASE SPECIFY): _____ _____
   g. N/A: We do not engage in any of these activities.

6. For this school year, 2017-18, how challenging is each of the following tasks as your project seeks to collect information or confirm the accuracy of information on Title VI-eligible students?

	Not challenging	Minimally challenging	Somewhat challenging	Very challenging	Don't know	N/A: We do not engage in this activity
a. Helping AI/AN parents/guardians collect and submit acceptable information (e.g., tribal membership or enrollment number, letter from tribe) to confirm their child's eligibility to receive Title VI-funded services	☐	☐	☐	☐	☐	☐
b. Collecting completed ED 506 forms from AI/AN parents/ guardians	☐	☐	☐	☐	☐	☐
c. Comparing information collected through the ED 506 form with school district records on students' race/ethnicity (e.g., disaggregating information about students who identify as two or more races/ethnicities)	☐	☐	☐	☐	☐	☐
d. Other (PLEASE SPECIFY):	☐	☐	☐	☐	☐	☐

7. *[For activities in Q6 considered "somewhat" or "very challenging"]* In what ways are these tasks challenging?

_____

_____

II. Planning Title VI-funded Services for AI/AN Students

Identifying AI/AN Students' Needs

8. How frequently does your project conduct a comprehensive needs assessment to identify AI/AN students' educational and culturally related academic needs?

    a. Semi-annually (i.e., twice per year)
    b. Annually
    c. Every 2 years
    d. Every 3 years
    e. Other (PLEASE SPECIFY)
    f. We do not conduct assessments to identify AI/AN students' educational and culturally related academic needs. **(Skip to Q10)**

9. When your project conducted its last comprehensive needs assessment, which strategies were used to collect information from the following stakeholder groups about AI/AN students' educational and culturally related academic needs?

    ☐ N/A: My Title VI-funded project did not consult with any stakeholder groups to identify AI/AN students' needs. (**Skip to Q10**)

    Note: Categories will change depending on grantee type (e.g., Tribes applying in lieu of an LEA would see "Other tribal organizations" for option "c").

Stakeholder groups	Surveys	Interviews/ focus groups	Listservs or other online forums	Convenings with stakeholder group	Public hearings	Title VI-sponsored events/ activities	Other (specify) *[Online version will include pop-up box for response]*	Not consulted about AI/AN students' needs	N/A: Not a stakeholder
a. Title VI Parent Advisory Committee	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. School- or tribal-based parent committees	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Tribes/tribal organizations	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. School boards and/or other district administrators	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. Educators (i.e., administrators, teachers)	☐	☐	☐	☐	☐	☐	☐	☐	☐
f. Students	☐	☐	☐	☐	☐	☐	☐	☐	☐
g. Institutions of higher education	☐	☐	☐	☐	☐	☐	☐	☐	☐
h. Community-based organizations	☐	☐	☐	☐	☐	☐	☐	☐	☐
i. Other (PLEASE SPECIFY): _____	☐	☐	☐	☐	☐	☐	☐	☐	☐

10. Which of the following objectives did your project identify in its 2017-18 grant application to address AI/AN students' educational and culturally related academic needs? (Select ALL that apply.)

   a. Increase AI/AN students' school readiness
   b. Increase AI/AN students' academic achievement
   c. Decrease achievement gaps between AI/AN students and students of other racial/ethnic groups
   d. Increase AI/AN students' knowledge of cultural identity and awareness
   e. Enhance AI/AN students' problem solving and cognitive skills development
   f. Increase school attendance rate for AI/AN students
   g. Decrease school dropout rate for AI/AN students
   h. Increase graduation rate for AI/AN students
   i. Increase AI/AN students' career readiness skills (e.g., technology skills, leadership skills)
   j. Increase college enrollment for AI/AN students
   k. Increase substance abuse prevention for AI/AN students
   l. Increase parent engagement in AI/AN students' schools
   m. Increase Native American Language instruction programs
   n. Other (PLEASE SPECIFY): _____

Planning Services and Activities to Support AI/AN Students' Needs

11. In planning for this school year, 2017-18, which strategies, if any, did your project use to collect input from the following stakeholders to plan Title VI-funded services and activities?

☐ N/A: My Title VI-funded project did not consult with any stakeholder groups to plan Title VI-funded services and activities to support AI/AN students' needs. (**Skip toQ12**)

	Surveys	Interviews/ focus groups	Online forums	Convenings with stakeholder group	Public hearings	Title VI-sponsored events/ activities	Other (specify)	Not consulted to plan project services and activities	N/A: Not a stakeholder
a. Title VI Parent Advisory Committee	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. School- or tribal-based parent committees	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Tribes/tribal organizations	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. School boards and/or other district administrators	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. Educators (i.e., administrators, teachers)	☐	☐	☐	☐	☐	☐	☐	☐	☐
f. Students	☐	☐	☐	☐	☐	☐	☐	☐	☐
g. Institutions of higher education	☐	☐	☐	☐	☐	☐	☐	☐	☐
h. Community-based organizations	☐	☐	☐	☐	☐	☐	☐	☐	☐
i. Other LEAs or LEA consortia within the state	☐	☐	☐	☐	☐	☐	☐	☐	☐
j. Other (PLEASE SPECIFY): _____	☐	☐	☐	☐	☐	☐	☐	☐	☐

12. In planning for this school year, 2017-18, which of the following data sources did your project use to plan Title VI-funded services and activities? (Select ALL that apply.)

☐ N/A: My Title VI-funded project did not use any data sources to plan services and activities to support AI/AN students' needs. (**Skip to Q13**)

Data sources	
a. Administrative data collected by the school district (e.g., course grades, test scores, attendance rate, behavior, graduation and/or dropout data, college acceptance data)	☐
b. Published reports on issues related to AI/AN education (e.g., research produced by think tanks, university researchers, government agencies, tribal organizations)	☐
c. Information about services and activities delivered by other organizations that serve AI/AN students	☐
d. Information from public hearings	☐
e. Information from parents about students' culturally relevant academic needs (e.g., school climate data)	☐
f. Information from school teachers and administrators about students' culturally relevant academic needs	☐
g. School and district equity audit data (e.g., assessments of school resources, teacher placement, access to academic programs such as advanced placement courses and talented and gifted programs)	☐
h. Other (PLEASE SPECIFY):	☐

13. In planning for this school year, 2017-18, how challenging were each of the following in your Title VI-funded project's efforts to **plan services and activities**? (Select ONE response for each row.)

	Not challenging	Minimally challenging	Somewhat challenging	Very challenging	Don't know
a. Obtaining input from the Title VI Parent Advisory Committee to plan services	☐	☐	☐	☐	☐
b. Obtaining input from tribes/tribal organizations to plan services	☐	☐	☐	☐	☐
c. Obtaining input from other stakeholders to plan services (e.g., parents, educators, students, community members, and/or comments from public hearings)	☐	☐	☐	☐	☐
d. Accessing data to identify AI/AN students' educational and culturally relevant academic needs (e.g., course grades, test scores, attendance rate, behavior, graduation and/or dropout data, college acceptance data, parent information, teacher information, school and district equity audit data)	☐	☐	☐	☐	☐
e. Using data to identify AI/AN students' educational and culturally relevant academic needs	☐	☐	☐	☐	☐
f. Coordinating planned services with other organizations (e.g., coordinating mental health services with local health organization)	☐	☐	☐	☐	☐
g. Coordinating Title-VI funding for planned services with other funding sources (e.g., other federal funding, state funding)	☐	☐	☐	☐	☐
h. Identifying appropriate curricula/resources to support Title VI-funded planned services	☐	☐	☐	☐	☐
i. Complying with grant requirements to fund planned services	☐	☐	☐	☐	☐
j. Other (PLEASE SPECIFY):	☐	☐	☐	☐	☐

III.   Title VI-funded Services and Activities

14. For this school year, 2017-18, does your project use Title VI funding to provide the following services and activities to eligible AI/AN students? (Select ONE response for each row.)

		Yes	No
a.	Native language instruction	☐	☐
b.	Early childhood programs	☐	☐
c.	Indian education (e.g., language, history)	☐	☐
d.	Cultural enrichment (e.g., events, field trips)	☐	☐
e.	Academic support (e.g., homework support, study skills)	☐	☐
f.	Academic enrichment (e.g., afterschool programs)	☐	☐
g.	College preparation (e.g., ACT or SAT preparation, college visits)	☐	☐
h.	Career preparation (e.g., career exploration, internships)	☐	☐
i.	Gifted and talented program	☐	☐
a.	Student advocacy/leadership	☐	☐
b.	Mentoring	☐	☐
c.	Suicide prevention	☐	☐
d.	Violence prevention	☐	☐
e.	Substance abuse prevention	☐	☐
f.	Counseling	☐	☐
g.	Family literacy	☐	☐
h.	Parent involvement	☐	☐
i.	Dropout prevention strategies	☐	☐
j.	Programs for students in correctional facilities	☐	☐
k.	Other (PLEASE SPECIFY): _____	☐	☐

15. For this school year, 2017-18, does, or will, your project offer professional development to teachers and/or school support staff to support the delivery of the following services or activities to eligible AI/AN students? (Select ONE response for each row.)

	Yes, in 2017-18 we offer professional development to teachers and/or support staff in this area	No, but we plan to offer professional development in this area	N/A: We do not plan to offer professional development to teachers or staff in this area
a. Native language instruction	☐	☐	☐
b. Early childhood programs	☐	☐	☐
c. Indian education (e.g., language, history)	☐	☐	☐
d. Cultural enrichment (e.g., events, field trips)	☐	☐	☐
e. Academic support (e.g., homework support, study skills)	☐	☐	☐
f. Academic enrichment (e.g., afterschool programs)	☐	☐	☐
g. College preparation (e.g., ACT or SAT preparation, college visits)	☐	☐	☐
h. Career preparation (e.g., career exploration, internships)	☐	☐	☐
i. Gifted and talented program	☐	☐	☐
j. Student advocacy/leadership	☐	☐	☐
k. Mentoring	☐	☐	☐
l. Substance abuse prevention	☐	☐	☐
m. Suicide prevention	☐	☐	☐
n. Violence prevention	☐	☐	☐
o. Counseling	☐	☐	☐
p. Family literacy	☐	☐	☐
q. Parent involvement	☐	☐	☐
r. Dropout prevention strategies	☐	☐	☐
s. Programs for students in correctional facilities	☐	☐	☐
t. Other (PLEASE SPECIFY): _____	☐	☐	☐

16. *[Note: Online survey software will pipe in the education-related services selected in Q14]* For each of the educational services your project funds this school year, 2017-18, which use the following practices to support a culturally responsive education (i.e., an education that draws on students' identities and backgrounds to foster inclusive learning environments) for AI/AN students? (For each row, select as many responses as apply.)

	Deliver instruction in AI/AN students' heritage language	Use instructional strategies that reflect different learning styles	Incorporate AI/AN history and culture into the curriculum	Administer assessments in AI/AN languages	Use AI/AN teachers and/or support staff	Connect AI/AN students with mentors or counselors from tribal community	Other	Don't know	N/A: None of these practices are used for this service
a. Native language instruction	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. Early childhood education	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Indian education (e.g., language, history)	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. Cultural enrichment (e.g., events, field trips)	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. Academic support (e.g., homework support, study skills)	☐	☐	☐	☐	☐	☐	☐	☐	☐
f. Academic enrichment (e.g., afterschool programs)	☐	☐	☐	☐	☐	☐	☐	☐	☐
g. College preparation (e.g., ACT or SAT preparation, college visits)	☐	☐	☐	☐	☐	☐	☐	☐	☐
h. Career preparation (e.g., career exploration, internships)	☐	☐	☐	☐	☐	☐	☐	☐	☐
i. Gifted and talented program	☐	☐	☐	☐	☐	☐	☐	☐	☐
j. Dropout prevention strategies	☐	☐	☐	☐	☐	☐	☐	☐	☐
k. Programs for students in correctional facilities	☐	☐	☐	☐	☐	☐	☐	☐	☐
l. Other (PLEASE SPECIFY):	☐	☐	☐	☐	☐	☐	☐	☐	☐

[NOTE: If "N/A" or "Don't know" selected for all practices in Q16, respondent skips to Q18]

17. Please provide a brief example of an educational service your project funds to support a culturally responsive education for AI/AN students.

_____

_____

_____

_____

18. [***Note: Online survey software will pipe in services selected in Q14***] For this school year, 2017-18, how challenging is delivering the following services using culturally responsive practices? (Select ONE response for each row.)

	Not challenging	Minimally challenging	Somewhat challenging	Very challenging	Don't know
a. Native language instruction	☐	☐	☐	☐	☐
b. Early childhood education	☐	☐	☐	☐	☐
c. Indian education (e.g., language, history)	☐	☐	☐	☐	☐
d. Cultural enrichment (e.g., events, field trips)	☐	☐	☐	☐	☐
e. Academic support (e.g., homework support, study skills)	☐	☐	☐	☐	☐
f. Academic enrichment (e.g., afterschool programs)	☐	☐	☐	☐	☐
g. College preparation (e.g., ACT or SAT preparation, college visits)	☐	☐	☐	☐	☐
h. Career preparation (e.g., career exploration, internships)	☐	☐	☐	☐	☐
i. Gifted and talented program	☐	☐	☐	☐	☐
j. Student advocacy/leadership	☐	☐	☐	☐	☐
k. Mentoring	☐	☐	☐	☐	☐
l. Substance abuse prevention	☐	☐	☐	☐	☐
m. Suicide prevention	☐	☐	☐	☐	☐
n. Violence prevention	☐	☐	☐	☐	☐
o. Counseling	☐	☐	☐	☐	☐
p. Family literacy	☐	☐	☐	☐	☐
q. Parent involvement	☐	☐	☐	☐	☐
r. Dropout prevention strategies	☐	☐	☐	☐	☐
s. Programs for students in correctional facilities	☐	☐	☐	☐	☐
t. Other (PLEASE SPECIFY): _____	☐	☐	☐	☐	☐

[NOTE: If "Not challenging," or "Minimally challenging," or "Don't know" selected for all items in Q18, skip to Q20]

19. *[If any services in Q18 are considered "Somewhat" or "Very" challenging to deliver using culturally responsive practices]* For this school year, 2017-18, how challenging is each of the following factors in delivering services using culturally responsive practices? (Select ONE response for each row.)

	Not Challenging	Minimally Challenging	Somewhat Challenging	Very Challenging	Don't know
a. Aligning state and local policy with goals of culturally responsive education for AI/AN students (e.g., incorporating AI/AN culture into the curriculum; administering assessments in AI/AN languages)	☐	☐	☐	☐	☐
b. Multiple tribal cultures represented among eligible AI/AN students	☐	☐	☐	☐	☐
c. Availability of staff within our organization (e.g., LEA/BIE/tribe) with expertise in culturally responsive education	☐	☐	☐	☐	☐
d. Availability of school staff with expertise in culturally responsive education	☐	☐	☐	☐	☐
e. Availability of school staff who are knowledgeable about students' cultural backgrounds	☐	☐	☐	☐	☐
f. Availability of school staff who are knowledgeable about heritage languages	☐	☐	☐	☐	☐
g. Availability of professional development or training in culturally responsive education	☐	☐	☐	☐	☐
h. Access to instructional materials to support culturally responsive education for AI/AN students (e.g., materials related to heritage languages, textbooks that include AI/AN history and culture)	☐	☐	☐	☐	☐
i. Other (PLEASE SPECIFY):	☐	☐	☐	☐	☐

Title VI Parent Advisory Committee

20. For this school year, 2017-18, which of the following groups, if any, are represented on your Title VI Parent Advisory Committee? (Select ALL that apply.)

  a. Parents/guardians of AI/AN students eligible to receive Title VI-funded services
  b. Parents/guardians of students not from recognized AI/AN tribes, bands, or groups
  c. Teachers
  d. Students eligible for Title VI-funded services
  e. Students not from recognized AI/AN tribes, bands, or groups as defined on the ED 506 form
  f. Representatives from tribes on Indian lands within 50 miles of schools that enroll students from respective tribes, bands, and/or groups
  g. Other (PLEASE SPECIFY): _____

21. During this school year, 2017-18, how frequently does your Title VI Parent Advisory Committee meet?

    a. Once during the academic year
    b. Once each academic semester
    c. Quarterly
    d. Monthly
    e. Other (PLEASE SPECIFY): _____

22. During this school year, 2017-18, which of the following activities, if any, does your Title VI Parent Advisory Committee support? (Select ALL that apply.)

	Yes	No	Don't know
a. Reviewing and approving Title VI Indian Education LEA Grants application components	☐	☐	☐
b. Assisting with local assessments to identify AI/AN students' educationally and culturally related academic needs	☐	☐	☐
c. Conducting outreach related to ED 506 Forms	☐	☐	☐
d. Setting objectives for Title VI-funded services and activities	☐	☐	☐
e. Allocating Title VI funds	☐	☐	☐
f. Evaluating Title VI-funded activities and services	☐	☐	☐
g. Hiring staff (e.g., teachers, counselors) to support Title VI-funded services and activities	☐	☐	☐
h. Identifying local partners to support Title VI-funded services and activities	☐	☐	☐
i. Planning school-level non-academic services and activities (e.g., field trips, cultural activities)	☐	☐	☐
j. Other (PLEASE SPECIFY): _____	☐	☐	☐

IV. Coordinating Title VI Services with Other Programs and Services

23. For this school year, 2017-18, does your project coordinate Title VI-funded services and activities with any of the following programs? (Select ONE response for each row.)

	Yes	No	Don't know	N/A: Program not offered/ available
a. Title I, Part A under the *Elementary and Secondary Education Act (ESEA)* [as reauthorized under the *Every Student Succeeds Act* (*ESSA*)] (i.e., improving basic programs operated by LEAs)	☐	☐	☐	☐
b. Title I, Part C under *ESEA* (i.e., Migrant Education Program)	☐	☐	☐	☐
c. Title I, Part D under *ESEA* (i.e., prevention and intervention programs for children and youth who are neglected, delinquent, or at risk)	☐	☐	☐	☐
d. Title III of *ESEA* (i.e., language instruction for English learners and immigrant students)	☐	☐	☐	☐
e. Title IV of *ESEA* (i.e., student support and academic enrichment grants, 21st Century Community Learning Centers, family engagement in education programs)	☐	☐	☐	☐
f. Education for Homeless Children and Youth Program (authorized under the *McKinney-Vento Homeless Assistance Act*)	☐	☐	☐	☐
g. Impact aid	☐	☐	☐	☐
h. *Individuals with Educational Disabilities Act* (*IDEA*) programs	☐	☐	☐	☐
i. Johnson-O'Malley programs	☐	☐	☐	☐
j. Other Bureau of Indian Education/Bureau of Indian Affairs programs	☐	☐	☐	☐
k. Other federally funded programs (PLEASE SPECIFY): _____	☐	☐	☐	☐
l. State funded programs (PLEASE SPECIFY): _____	☐	☐	☐	☐
m. Programs delivered by local social service providers (e.g., the health department, housing authority)	☐	☐	☐	☐
n. Other programs serving at-risk students, families, and/or communities (PLEASE SPECIFY): _____	☐	☐	☐	☐
o. Other (PLEASE SPECIFY): _____ _	☐	☐	☐	☐

[Note: If "No," "Don't Know," or "N/A" selected for ALL items, skip to Q25]

24. [*Note: Online survey software will pipe in programs selected in Q23*] For this school year, 2017-18, which of the following strategies does your project use to facilitate coordination of Title VI-funded services and activities with other programs? (Select ALL that apply for each row.)

	Participating in interagency task forces or committees	Sharing data on AI/AN students	Sharing costs associated with providing services for AI/AN students	Building programmatic linkages among programs, agencies and organizations serving AI/AN students	Sharing information on effective programs/services to address the needs of AI/AN students	Other
a. Title I, Part A under the *Elementary and Secondary Education Act (ESEA)* (as reauthorized under *ESSA*) (i.e., improving basic programs operated by LEAs)	☐	☐	☐	☐	☐	☐
b. Title I, Part C under *ESEA* (i.e., Migrant Education Program)	☐	☐	☐	☐	☐	☐
c. Title I, Part D under *ESEA* (i.e., prevention and intervention programs for children and youth who are neglected, delinquent, or at risk)	☐	☐	☐	☐	☐	☐
d. Title III of *ESEA* (i.e., language instruction for English learners and immigrant students)	☐	☐	☐	☐	☐	☐
e. Title IV of *ESEA* (i.e., student support and academic enrichment grants, 21st Century Community Learning Centers, family engagement in education programs)	☐	☐	☐	☐	☐	☐
f. Education for Homeless Children and Youth Program (authorized under the *McKinney-Vento Homeless Assistance Act*)	☐	☐	☐	☐	☐	☐
g. Impact aid	☐	☐	☐	☐	☐	☐
h. *Individuals with Educational Disabilities Act* (*IDEA*) programs	☐	☐	☐	☐	☐	☐
i. Johnson-O'Malley programs	☐	☐	☐	☐	☐	☐
j. Other Bureau of Indian Education/ Bureau of Indian Affairs programs	☐	☐	☐	☐	☐	☐
k. State-funded programs (PLEASE SPECIFY)	☐	☐	☐	☐	☐	☐
l. Other federally funded programs (PLEASE SPECIFY)	☐	☐	☐	☐	☐	☐
m. Programs delivered by local social service providers (e.g., the health department, housing authority)	☐	☐	☐	☐	☐	☐
n. Other programs serving at-risk students, families, and/or communities (PLEASE SPECIFY)	☐	☐	☐	☐	☐	☐
o. Other (PLEASE SPECIFY)	☐	☐	☐	☐	☐	☐

25. For this school year, 2017-18, how challenging is each of the following aspects of coordinating Title VI-funded services with other programs? (Select ONE response for each row.)

		Not challenging	Minimally challenging	Somewhat challenging	Very challenging	Don't know
a.	Competing priorities across programs, agencies, and organizations serving AI/AN students	☐	☐	☐	☐	☐
b.	Identifying areas for programmatic linkages among programs, agencies, and organizations	☐	☐	☐	☐	☐
c.	Blending funding/sharing costs across programs and services	☐	☐	☐	☐	☐
d.	Limited staff time or capacity to coordinate services	☐	☐	☐	☐	☐
e.	Sharing or linking data on AI/AN students across programs, agencies, and organizations	☐	☐	☐	☐	☐
f.	Physical distance between programs, agencies, and organizations serving AI/AN students	☐	☐	☐	☐	☐
g.	Other (PLEASE SPECIFY): _____	☐	☐	☐	☐	☐

V. Measuring Progress Toward Title VI Project Objectives

26. For the 2016-17 school year, which of the following data sources did your Title VI-funded project use to measure progress toward project objectives (e.g., increase school readiness, academic achievement, knowledge of cultural identity and awareness, school attendance) (Select ALL that apply.)

   a.   Performance portfolios for AI/AN students receiving Title VI-funded services, including examples of student work and other artifacts
   b.   Survey or focus group data for AI/AN students receiving Title VI-funded services
   c.   Other culturally relevant measures (PLEASE DESCRIBE): _____
   d.   Attendance data for AI/AN students receiving Title VI-funded services
   e.   Graduation/dropout data for AI/AN students receiving Title VI-funded services
   f.   College acceptance data for AI/AN students receiving Title VI-funded services
   g.   School staff surveys or focus group data (e.g., with teachers, administrators, and/or support personnel) collected from schools serving AI/AN students
   h.   Survey or focus group data collected from parents, guardians, or families of AI/AN students
   i.   State standardized assessments for AI/AN students receiving Title VI-funded services
   j.   Local standardized assessments for AI/AN students receiving Title VI-funded services
   k.   Other (PLEASE SPECIFY): _____
   l.   N/A: None of these data sources were used.

27. For the 2016-17 school year, how challenging was implementing each of the following data collection or data use strategies? (Select ONE response for each row.)

	Not challenging	Minimally challenging	Somewhat challenging	Very challenging	Don't know	N/A: We do not do this
a. Identifying appropriate data sources on Title VI-eligible AI/AN students	☐	☐	☐	☐	☐	☐
b. Collecting data from parents of Title VI-eligible AI/AN students	☐	☐	☐	☐	☐	☐
c. Collecting data from tribes/tribal organizations on Title VI-eligible AI/AN students	☐	☐	☐	☐	☐	☐
d. Accessing student-level data (e.g., state assessment data, college enrollment information) for Title VI-eligible AI/AN students	☐	☐	☐	☐	☐	☐
e. Linking multiple student-level databases (e.g., state assessment data, college enrollment information)	☐	☐	☐	☐	☐	☐
f. Analyzing data to make decisions about project services and activities (PLEASE EXPLAIN): _____	☐	☐	☐	☐	☐	☐
g. Other (PLEASE SPECIFY): _____	☐	☐	☐	☐	☐	☐

28. **[*For factors in Q27 considered "very challenging"*]** In what way(s) were these data collection or data use strategies challenging

_____

_____

29. What do you believe are successful Title VI strategies for serving AI/AN students' educational and culturally relevant academic needs? Why?

_____

_____

30. Is there anything that you would like to add that you think we should know about the Title VI grant in [your

_____

_____

Thank you for completing this survey!

1.   Title VI Grant Coordinator Interview Protocol

I. Background

1. How long have you been the coordinator of the Title VI grant?
2. What other responsibilities do you have, if any?
   a. What percent of your time (in FTEs) do you spend on administering the Title VI grant?

II. Services Provided

3. What are the key features of your district's [tribe's, school's] comprehensive program for meeting the needs of Native children?
4. During the 2017-18 school year, what specific services and activities does your Title VI funding support? [Probe for services reported on EASIE APR Report that interviewee does not mention.]
   a. How many eligible Native students receive each of these types of services and activities?
   b. When and where are these services and activities provided to eligible Native students?
   c. In what ways has your project tried to make the services and activities culturally responsive? [Prompt for each of the following]:
      i. Instruction in students' heritage language (i.e., the language used by local tribes)
      ii. Native history and culture are incorporated into the curriculum
      iii. Learning is connected to students' local contexts, such as their town or community (i.e., place-based learning)
      iv. Teachers receive professional development in culturally responsive instructional strategies
      v. Native teachers and support staff are hired
   d. What are the challenges to providing culturally responsive services and activities to eligible Native students? [Probe for small/large Native student population size, adequate funding, accessibility, internet connectivity]
   e. How are these challenges addressed?
   f. How do these services and activities support your [district or school's] comprehensive program for meeting the needs of Native students?
5. In the last 5 years, has your project added, dropped, or modified the services and activities provided through this grant? If yes:
   a. What Title VI-funded services and activities have been added, dropped, or modified?
   b. What led to the changes? [Probe for role of stakeholder input, needs assessment, new information about culturally responsive practices.]
6. What services and activities do you think should be added, dropped, or modified among the portfolio of services and activities your [project] offers to Native students? Why? Are there needed services that your project lacks the capacity to provide? If so, why?
7. How do you coordinate Title VI-funded services and activities with other projects/funding sources that serve the needs of Native students and/or at-risk students and families?
   a. With what other projects/funding sources are Title VI services and activities coordinated? [Probe for Title I/II/III/IV, Education for Homeless Children and Youth Program, BIE (e.g., Johnson-O'Malley), Impact Aid, IDEA, state and local programs/funds.]
   b. How is service delivery coordinated? [Probe for shared staff, shared supplies and materials, shared space, other resources.]

  c. What strategies or processes have facilitated this service coordination? [Probe for cost-sharing agreements or Memoranda of Understanding, interagency task forces or committees, data sharing agreements, conducting joint trainings.]

  d. What are the barriers to coordinating services and activities to serve the needs of Native students? [Probe for alignment of policy and/or regulation.]

III. Planning Services

8. What process does your [LEA/school/tribe] use to develop a comprehensive plan to meet the needs of Native children?

9. How do you identify Native students' unique educational and culturally related academic needs?
  a. What information do you gather? [Probe for student outcome data, surveys, focus groups.]
  b. How often do you assess student needs for the purposes of project planning? How much time is required to assess student needs?

10. Which stakeholders do you usually go to in seeking input to plan grant-funded services and activities for eligible Native students?

11. Describe the role of your Title VI Parent Advisory committee.

12. What is the composition of your Title VI Parent Advisory committee? [Probe for number of parents, teachers, tribal elders or other representatives, secondary school students.]

13. In planning for the 2017-18 or 2018-19 school year, have you consulted with the Title VI Parent Advisory Committee?

14. What mechanisms are in place to ensure consultation with the Title VI Parent Advisory Committee? [Probe for regular meetings, public hearing, written communication, other.]

15. What is the focus of the consultation with the Title VI Parent Advisory Committee? [Probe for needs assessment, selecting services, planning for service delivery.]

16. How effective is the Title VI Parent Advisory Committee?
  a. How do you assess the effectiveness of the committee?
  b. What challenges does the committee face in planning grant-funded services and activities?

17. In planning for the 2017-18 or 2018-19 school year, have you consulted with tribes or tribal organizations?

18. What mechanisms are in place to ensure consultation with tribes? [Probe for regular meetings, public hearing, interagency task force, written communication, other.]

19. What is the focus of the consultation with tribes? [Probe for needs assessment, selecting services, planning for service delivery.]

20. How effective is the tribal consultation?
  a. How do you assess the effectiveness of the tribal consultation?
  b. What challenges arise during tribal consultation?

21. Of the stakeholders you consult, which are most influential for purposes of selecting services and activities to support Native students? Why?

22. Where else do you get information about appropriate services and activities for the eligible Native students?
  a. How do you learn about culturally responsive services and activities?

23. Ultimately, what factors determine which services and activities are provided to eligible Native students? [Probe for use of needs assessment, input from stakeholders and public hearing, information about culturally responsive practices, local capacity and availability of services.]

24. If you could design an ideal program, what would it look like?

IV. Identifying and Counting Eligible Children

25. What processes does your district have in place for identifying students who may be eligible for Title VI-funded services? [Probe for specific procedures and policies.]
26. In what ways does your district work with partners to support parents and guardians in completing the Indian student certification (ED 506) form? *Ask about work with each of the following groups*:
    a. Parents and parent committees
    b. School or district staff
    c. Community members
    d. Tribal leaders, organizations
    e. Health department, housing authority, child and family services, or other agencies
27. What strategies are most effective in ensuring that forms are completed accurately and submitted in time to qualify for services?
28. What challenges does your district face in its efforts to identify students eligible for Title VI-funded services? [Probe for engaging schools to conduct targeted outreach to Native parents/guardians regarding project-eligible children; improving the online accessibility of information about eligibility, conflicts with self-reported race/ethnicity data for other purposes, complications with tribal recognition and membership.]
29. What is the estimated cost to your district in terms of time and money of identifying eligible Native students and ensuring completion of the ED 506 form?
30. [For tribe and BIE grantees only] Are all of the students your school serves members of [name] tribe? Are all eligible for Title VI-funded services? [If school serves students who are members of other tribes], do you face any issues with official tribal recognition and/or membership that make it difficult to identify students for services? How tribes collaborate with the LEA to verify attendance (e.g. check the roster)?

V. Measuring Progress Toward Title VI Project Objectives

31. What are your project objectives for the 2017-18 school year? [Probe for the objectives reported on EASIE Budget Report that are not mentioned.]
32. What tools or data sources does your project use to measure progress toward each of these objectives? [Probe for measures aligned with each objective and those reported on the EASIE APR Report.]
33. What challenges does your project face in measuring progress toward project objectives? [Probe for access to data, resources to collect data, time/capacity to analyze data.]
34. To what extent are services and activities modified in light of data or evidence of progress? Why or why not? Specific examples? Which data sources are most useful for informing decisions?
35. Are there challenges or other factors that inhibit the use of any data sources for making decisions about project services and activities? If yes, please describe.

VI. Wrap-up

36. What are your hopes for your community by having Title VI-funded services and activities available to serve the needs of eligible Native students?
37. Is there anything else that we did not cover but you think is important for the study to capture about your Title VI project?

Appendix C: Title VI Indian Student Eligibility Certification Form (ED 506 Form)

<u>**Parent/Guardian:**</u> This form serves as the official record of the eligibility determination for each individual child included in the student count. You are not required to complete or submit this form. However, if you choose not to submit a form, your child cannot be counted for funding under the program**. This form should be kept on file and will not need to be completed every year.** Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

<u>**STUDENT INFORMATION**</u>

Name of the Child_____Date of Birth_____Grade _____
(As shown on school enrollment records)
Name of School _____

<u>**TRIBAL ENROLLMENT**</u>

Name of the individual with tribal enrollment: _____
(Individual named must be a descendent in the first or second generation) The individual with tribal membership is the:

_____Child _____Child's Parent _____Child's Grandparent

Name of tribe or band for which individual above claims membership: _____

The Tribe or Band is (select only one):
_____ Federally Recognized
_____ State Recognized
_____Terminated Tribe (Documentation required. Must attach to form)
_____ Member of an organized Indian group that received a grant under the Indian Education Act of
1988 as it was in effect October 19, 1994. (Documentation required. Must attach to form)

Proof of enrollment in tribe or band listed above, as defined by tribe or band is:

A. Membership or enrollment number (if readily available)_____OR

B. Other Evidence of Membership in the tribe listed above (describe and attach) _____

Name <u>and</u> address of tribe or band maintaining enrollment data for the individual listed above:

Name_____Address _____

City_____State_____Zip Code _____

<u>**ATTESTATION STATEMENT**</u>

I verify that the information provided above is accurate.

Name Parent/Guardian_____Signature _____

Address_____City_____State_____Zip Code _____

Email Address_____Date _____

INSTRUCTIONS FOR THE ED 506 FORM

FOR APPLICANTS:

PURPOSE: To comply with the requirements in 20 USC 7427(a), which provides that: "The Secretary shall require that, as part of an application for a grant under this subpart, 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 under this subpart, and that otherwise meets the requirements of subsection (b)".

MAINTENANCE: A separate ED 506 form is required for each Indian child that was enrolled during the count period. A new ED 506 form does **NOT** have to be completed each year. All documentation must be maintained in a manner that allows the LEA to be able to discern, for any given year, which students were enrolled in the LEA's school(s) and counted during the count period indicated in the application.

FOR PARENTS/GUARDIANS:

DEFINITION: Indian means an individual who is (1) A member of an Indian tribe or band, as membership is defined by the Indian tribe or band, including any tribe or band terminated since 1940, and any tribe or band recognized by the State in which the tribe or band resides; (2) A descendant of a parent or grandparent who meets the requirements described in paragraph (1) of this definition; (3) Considered by the Secretary of the Interior to be an Indian for any purpose; (4) An Eskimo, Aleut, or other Alaska Native; or (5) A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

STUDENT INFORMATION: Write the name of the child, date of birth and school name and grade level.

TRIBAL ENROLLMENT INFORMATION: Write the name of the individual with the tribal membership. Only one name is needed for this section, even though multiple persons may have tribal membership. Select only one name: either the child, child's parent or grandparent, for whom you can provide membership information.

Write the name of the tribe or band of Indians to which the child claims membership. The name does not need to be the official name as it appears exactly on the Department of Interior's list of federally-recognized tribes, but the name must be recognizable and be of sufficient detail to permit verification of the eligibility of the tribe. Check only one box indicated whether it is a Federally Recognized, State Recognized, Terminated Tribe or Organized Indian Group. If Terminated Tribe or Organized Indian Group is elected, additional documentation is required and must be attached to this form.

- **Federally Recognized**- an American Indian or Alaska Native tribal entity limited to those indigenous to the U.S. The Department of Interior maintains a list of federally-recognized tribes, which OIE can provide you upon request.
- **State Recognized-** an American Indian or Alaska Native tribal entity that has recognized status by a State. The U.S. Department of Education does not maintain a master list. It is recommended that you use official state websites only.
- **Terminated Tribe**-a tribal entity that once had a federally recognized status from the United States Department of Interior and had that designation terminated.
- **Organized Indian Group**- Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

Write the enrollment number establishing the membership of the child, if readily available, or other evidence of membership. If the child is not a member of the tribe and the child's eligibility is through a parent or grandparent, either write the enrollment number of the parent or grandparent, or provide other proof of membership. Some examples of other proof of membership may include: affidavit from tribe, CDIB card or birth certificate. Write the name and address of the organization that maintains updated and accurate membership data for such tribe or band of Indians.

ATTESTATION STATEMENT: Provide the name, address and email of the parent or guardian of the child. The signature of the parent or guardian of the child verifies the accuracy of the information supplied.

The Department of Education will safeguard personal privacy in its collection, maintenance, use and dissemination of information about individuals and make such information available to the individual in accordance with the requirements of the Privacy Act.

PAPERWORK BURDEN STATEMENT According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. The time required to complete this portion of the information collection per type of respondent is estimated to average: 15 minutes per Indian student certification (ED 506) form; including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ/Room 3W203, Washington, D.C. 20202-6335. OMB Number: 1810-0021 Expiration Date: 02/29/2020.