

U.S. DEPARTMENT OF EDUCATION

Office of English Language Acquisition (OELA) Native American and Alaska
Native Children in School Program FY 2013

Peer Review Guidelines

FY 2013



The provisions of these guidelines apply to the Native American and Alaska Native Children in School Program (NAM) discretionary grant applications submitted to OELA that require selection through a peer review process. This document is designed as a guide for peer reviewers and OELA staff.



U. S. Department of Education

Dear Colleague:

Thank you for agreeing to serve as an expert reviewer for the 84.365C Native American and Alaska Native Children in School Program (NAM) FY 2013 grant competition. This program provides grants to eligible entities to ensure that Native American and Alaska Native Children English learners (ELs) develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.

Your technical review will be critical in helping us determine which applications merit for funding for establishing, improving, and enhancing educational programs for ELs that will increase English language proficiency.

Please find the attached Peer Review Guidelines designed to assist you construct your analysis, strengths and weaknesses comments, and scores on each of your assigned applications. Furthermore, your analysis and comments will be used to help us provide technical assistance to our new grantees, as well as prospective applicants.

We look forward to working with you, and we thank you for your service in this very important task.

Sincerely,

Trini Torres Carrion
NAM program Manager

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DEPARTMENT OF EDUCATION

Applications for New Awards; Native American and Alaska Native
Children in School Program

AGENCY: Office of English Language Acquisition, Department of
Education.

Overview Information:

Native American and Alaska Native Children in School Program
Notice inviting applications for new awards for fiscal year (FY)
2013.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.365C.



Purpose of the Program

Projects funded under Title III Native American and Alaska Native Children in School (NAM) program are designed to ensure that Native American and Alaska Native English learners (ELs) develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.

Projects funded under this program may support the teaching and studying of Native American languages, but must have, as a project outcome, an increase in English language proficiency for participating students.

Programs Authorized

Programs of instruction authorized under NAM include: teacher training, curriculum development, evaluation, and assessment designed for Native American children learning and studying Native American languages, except that an outcome of programs serving such children shall be increased English proficiency among such children.

Professional Development Activities

It is recommended that applicant proposes to carry out activities that will—

(1) Increase the English language proficiency of ELs children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in core academic subjects.

(2) Provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is designed:

- improve the quality of instruction to and assessment of ELs children
- enhance the ability of such teachers to understand and use curricula, assessment measures and instructional strategies for ELs children
- demonstrate scientifically based research of the effectiveness of professional development in substantially increasing these teachers' subject matter knowledge, teaching knowledge and skills of sufficient intensity and duration

➤by having a positive and lasting impact on the teachers' performance

Priorities: This notice includes two competitive preference priorities and three invitational priorities. Competitive preference priorities 1 and 2 are from the notice of final supplemental priorities and definitions for discretionary grant programs, published in the Federal Register on December 15, 2010 (75 FR 78485) and corrected on May 12, 2011 (76 FR 27637).

Competitive Preference Priorities: For FY 2013, and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c) (2) (i) we award up to 10 additional points to an application, depending upon how well it meets competitive preference priority 1, and up to 5 additional points to an application, depending upon how well it meets competitive preference priority 2 (i.e., an application could attain up to 15 additional points depending upon how well it meets both competitive preference priority 1 and competitive preference priority 2).

Note: We will add competitive preference priority points for priorities 1 and 2 only to applications that score 75 or higher on the selection criteria. We will fund only applications that score 75 or higher on the selection criteria.

These priorities are:

Competitive Preference Priority 1--Increasing Postsecondary Success. (10 points)

Projects that are designed to address the following priority area:

Increasing the number and proportion of high-need students (as defined in this notice) who are academically prepared for and enroll in college or other postsecondary education and training.

Note: High-need children and high-need students means children and students at risk of educational failure, such as children and students who are living in poverty, who are English learners, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school or college before receiving, respectively, a regular high school diploma or a college degree or certificate, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

Competitive Preference Priority 2--Enabling More Data-Based Decision-Making. (5 points)

Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in one or more of the following priority areas:

(a) Improving postsecondary student outcomes relating to enrollment, persistence, and completion and leading to career success.

(b) Improving instructional practices, policies, and student outcomes in elementary or secondary schools.

Note: Privacy requirements means the requirements of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and its implementing regulations in 34 CFR part 99, the Privacy Act, 5 U.S.C. 552a, as well as all applicable Federal, State and local requirements regarding privacy.

Invitational Priorities: For FY 2013, and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are invitational priorities. Under 34 CFR 75.105(c) (1) we do not give an application that meets these invitational priorities a competitive or absolute preference over other applications.

These priorities are:

Invitational Priority 1--Supporting Native American Language Instruction.

Projects that are designed to support the teaching and studying of Native American languages, while maintaining the objective of increasing English language proficiency for participating students.

Note: The term Native American languages means the historical, traditional languages spoken by Native Americans, consistent with section 103 of the Native American Languages Act (25 U.S.C. 2902).

Invitational Priority 2--Parental Involvement to Improve Early Learning Outcomes and Success.

Projects that are designed to improve early learning outcomes and success for high-need children and high-need students (as defined in this notice) from birth through third grade (or any age group of high-need children and high-need students within that range) through a focus on language and literacy development.

Invitational Priority 3--Civic Learning and Engagement

Projects that are designed to engage students and families in community improvement activities that support and develop civic knowledge and values.

Performance Measures: Under the Government Performance and Results Act of 1993 (GPRA), Federal departments and agencies must clearly describe the goals and objectives of programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and annually report on achievement. One important source of program information on successes and lessons learned is the project evaluation conducted under individual grants. The Department has developed the following GPRA performance measures for evaluating the overall effectiveness of the Native American and Alaska Native Children in School Program:

(i) The percentage of English learners (ELs) served by the program who score proficient or above on, as applicable, valid and reliable State and/or local district reading assessments.

(ii) The percentage of ELs served by the program who are making progress in learning English as measured by the State-approved English language proficiency assessment.

(iii) The percentage of ELs served by the program who are attaining proficiency in English as measured by the State-approved English language proficiency assessment.

Note: Applicants who are proposing to serve exclusively post-secondary students are not required to address the GPRA measures.

Application Narrative

Applicants should develop a narrative that addresses the program selection criteria, sub criteria and the established Government Program Results Act (GPRA) measures under the Native American and Alaska Native Children in School Program, if applicable.

They should describe the proposed project, including program annual measurable objectives, outcomes, and performance measures. It should mention relevant teacher training activities to more effectively involve parents and community in school improvement. Applicants should describe how the proposed project is designed to support the competitive and/or invitational priorities activities, if applicable.

Note: After awards are made under this competition, all of the successful applications, together with reviewers' scores and comments, will be posted on the Department's Web site at: www2.ed.gov/about/offices/list/oela/index.html?src=oc.



Reviewing the application

The NAM program will be using the G5 e-Reader System www.g5.gov the Department's electronic field reading system to review grant applications.

The application review process involves orientation, reading and evaluating applications, and discussions with other panelists. Panelists will evaluate and score applications using the U.S. Department of Education's published selection criteria.

Note: It is expected that the selected readers reviewed the "G5 Field Reader Guidance" once notified of their selection. We will answer any questions during the Reviewer Practice Telephone

Conference Session. A copy of the G5 Guidance is been included in this manual for your conveniences.

Roles and Responsibilities in the Review Process

Generally, the review process involves the roles and responsibilities listed below.

1. **Competition Manager** - ED staff program official given the overall responsibility for ensuring the fair treatment of all applications in the competition. This individual oversees the entire competition and provides the direction and guidance for all the panels conducted under the competition. A panel consists of two or more application reviewers who are highly qualified in the areas pertinent to the program.
2. **Panel monitor** - ED staff who monitors the progress of an assigned panel or several panels. Panel monitors do not participate in the substantive panel discussions on individual applications and must not attempt to influence the outcome of the review in any way. Duties of a panel monitor include:
 - a. Monitoring the progress of individual reviews and facilitating panel discussion of an application, if necessary;
 - b. Answering procedural and administrative questions;
 - d. Providing the first level of review of the overall scores and the comments to ensure the comments are objective and appropriate to the applicant prior to the competition manager's review.
3. **Peer Reviewer** advises ED on the merits of applications submitted for funding. A Peer Reviewer is an expert in a field related to the subject of a proposed program or in the implementation of that type of project.

Conflict of interest

ED's policy to prohibit a Peer Review Panel member from participating in the review of any application when he or she has a real or potential conflict of interest, such as:

- The Peer Reviewer has been, or would be, directly involved in the project (e.g., as a current or past advisory

board member, consultant, collaborator, or conference speaker whose expenses would be paid from the grant).

- The Peer Reviewer is employed by the same institution or organization as the applicant or was employed there within the past year.
- The Peer Reviewer and the applicant collaborated within the past year on work related to the proposal.
- The Peer Reviewer is or has been under consideration for a position at the applicant's organization or institution.
- The Peer Reviewer served in an official capacity with the applicant's organization within the past year.
- The Peer Reviewer's organization has members or closely affiliated officials (e.g., board of trustee's members) who serve in an official capacity with the applicant's organization or institution.
- The Peer Reviewer and the applicant have a familial relationship.
- The Peer Reviewer had relations with the project director, or other key personnel identified in the application, as a student, thesis advisor, or postdoctoral advisor.
- The Peer Reviewer and applicant are known to be either close friends or open antagonists.

Rating the application

Applications are rated on the extent to which they meet the following **Selection Criteria:** (a) Quality of the Project Design (30 points), (b) Quality of the Project Personnel (10 points), (c) Quality of the Management Plan (30 points), and (d) Quality of the Project Evaluation (30 points), as described in the RFP. For example, we look at:

- The problem to be addressed by the project is clearly stated.
- The objectives of the proposed project are clearly defined and the outcomes are measurable.
- The methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. We look for information on how the proposed project will collect, analyze and report quantitative data on the **Project** and the **GPRA measures** (if applicable).

- The project design is sound and contains program elements directly linked to the achievement of project objectives including parental involvement and professional development activities.
- The project management and overall organizational capability demonstrate the applicant's capacity to successfully operate and support the project. We look for information on how management activities support the accomplishment of each objective, costs associated with the accomplishment of each objective, person responsible for each management activity, and timeframes for the completion of each management activity.
- That quality of the personnel who will carry out the proposed project encourages applications for employment from persons who are members of groups that have traditionally been underrepresented and includes relevant training and experience of the project director and key personnel.

Applications will be rated by each Peer Reviewer according to the selection criteria. Summary ratings will be calculated from the numerical scores assigned to each application by the individual reviewers. The ranking of each application will be based on its summary rating. The rating categories could be as interpreted as follows:

90-100 points	Responsive with no revisions required.
80-89 points	Responsive with minor revisions required.
70-79 points	Responsive with significant revisions required.
60-69 points	Minimally responsive with major deficiencies that would require extensive correction.
0-59 points	Not responsive and not sufficient to receive funding.

Assigning Points to the Selection Criteria

The Department has specified total point values at the criterion level (e.g., criterion (C) (1)).

We have also specified point values at the sub-criterion level (e.g., criterion (A) (1) (i)).

We have provided **Notes** to the Criterion in order to help the applicant and the peer reviewers address the Selection Criteria. The specified total point values are as follow:

	Assigned Points _____
(a) <u>Quality of the project design.</u>	(30 points)
The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:	
(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (20 points)	
<u>Note:</u> For example, applicants might, in addressing this factor, include in their application ambitious, measurable objectives that reflect the performance measures discussed in section VI of this notice regarding improved student English language proficiency and reading proficiency, and that include annual targets of expected student achievement in English language proficiency and in reading proficiency. Applicants also might	

include measurable objectives that reflect all or some of the competitive preference and invitational priorities, if they choose to address those priorities.

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (5 points)

(iii) The extent to which the proposed project encourages parental involvement. (5 points)

Assigned Points _____

(b) Quality of project personnel. (10 Points)

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:

(i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (2 points)

(ii) The qualifications, including relevant training and

experience, of the project director or principal investigator.

(4 points)

(iii) The qualifications, including relevant training and experience, of key project personnel. (4 points)

Assigned Points _____

(c) Quality of the management plan. (30 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (30 points)

Note: For example, applicants, in addressing this criterion, might include in their application information on how management activities support the accomplishment of each objective, costs associated with the accomplishment of each objective, persons responsible for each management activity, and timeframes for the completion of each management activity.

d) Quality of the project evaluation. (30 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)

Note: For example, applicants, in addressing this factor, might include in their application information on how each proposed objective, including those objectives addressing competitive priorities and invitational priorities (if the applicants choose to address those priorities), will be evaluated.

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (15 points)

Note: For example, applicants, in addressing this factor, might include in their application information on how the proposed project will collect, analyze, and report quantitative data on

the performance measures discussed in section VI of this notice.

(iii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (5 points)

(iv) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)



REVIEWING THE APPLICATION

Read the application and all materials sent to you in advance--very carefully. Isolate the various important criteria that the Request for Proposal (RFP) lists. Then focus on finding the information within each application that relates to each of the criteria listed in the RFP. Does the application include all the information it is supposed to include?

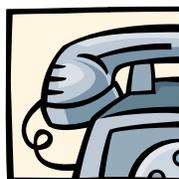
Consider breaking down the criteria listed in the RFP into separate line items and then breaking down the total score allocated to that section into even smaller pieces, assigning values to each piece that will add up to the total allotted. It helps you explain and justify your score to your fellow panelists during later discussions of that application.

Don't try to memorize. Skim nonessential information in the applications that doesn't relate to published criteria from the RFP.

Read the entire grant application at least two times. The first time, try to get a good understanding of the proposed services, program, and strategies. The second time, look for the specific elements that the RFP says they are supposed to include.

Cite page numbers when describing strengths or weaknesses.

Make sure you complete all the reading, scoring, and comment writing before the panel discussions. Some reviewers place themselves at a disadvantage and delay progress by the entire panel by not having their work done on time. Your fellow panelists will appreciate it.



PARTICIPATING IN PANEL DISCUSSION

Peer review discussion facilitates useful dialog among the experts, provide an opportunity for the reviewers to seek clarification from the Panel Monitor concerning program and technical requirements, and, through careful monitoring, ensure that each application receives equal consideration.

During peer reviews, begin your oral comments to the full panel with a brief overview of the application itself, including a description of the organization and what its proposed program is all about then give your strengths and weaknesses comments and your score.

The better prepared you are to justify your score, the more your point of view is likely to prevail (and the faster you will get through the process).

When you want to justify the score you gave on a particular section, make a note of the page number so that you will be ready in the event you are challenged by other reviewers.

Be prepared to listen carefully to your fellow panelists, take their insights and comments into account, and adjust your tentative scores accordingly. Their backgrounds and experiences will often prove very useful in giving full and due consideration to the applications before you.

Try at all times to maintain a professional and courteous manner during the group's review sessions. Sometimes, discussions can turn heated, but if you "keep your cool," you will gain the confidence of other reviewers and help bring the point to a resolution.

Generally, reviewers are not permitted to use additional criteria or consider any information that is not in the application. However, you can use knowledge you already have about the organization, its capacity, etc., since that is part of the expertise you bring to the review process.

CONFIDENTIALITY

Peer Review Panel members must treat as absolutely confidential all application materials, reviewer identities, comments, deliberations, and recommendations of the Peer Review Panel. Panelists are prohibited from providing any information before, during, and after the review regarding their deliberations or recommendations to anyone outside the peer review process. Application materials and information about the Peer Review Panelists' discussion or recommendations on particular applications must not be divulged to, or discussed with, any persons not involved in the review process. Should a Peer Review Panel member receive a request for application materials or information about panel discussions or recommendations, the reviewer must notify the Panel Monitor. Any person requesting information about the review process, or about a specific application, should be referred to the Panel Monitor.



WRITING COMMENTS

Comments must provide clear and objective justifications for your scores and rationale for the number of points you awarded. They will provide concrete feedback and help applicants understand what a "strong" proposal look like. They will likely be scrutinized by the public.

TIPS FOR WRITING EFFECTIVE COMMENTS

For each application you review, you will be asked to provide comments regarding the strengths and weaknesses of that application. These comments may be provided to the applicants following the completion of the review. To be as successful and effective as possible in this effort, you should keep several things in mind.

- Make your comments as specific as possible. General statements such as "This is a good program" are not helpful--there are many good programs.
- Write your comments in complete sentences.

- Don't simply restate what the applicant has written-- evaluate what it says.
- Make comments tactful and constructive.
- State why a particular issue is a weakness so that the applicant will know how to improve in that area.
- Cite page numbers when describing strengths or weaknesses.
- Differentiate comments based on fact from those based on your professional judgment.
- Make sure your score is supported by your comments. If you give an application a high score, you should have lots of comments in the strengths sections and few or no comments in the weaknesses sections.
- Feel free to use the whole range of scores: 0 to 100. Make sure your comments support these scores.

Tips for Reviewing the Evaluation Plan

A strong evaluation plan emphasis on data quality describing:

- **what types of data will be collected;**
- **when various types of data will be collected;**
- **what methods will be used;**
- **what instruments will be developed and when;**
- **how the data will be analyzed;**
- **when reports of results and outcomes will be available; and**
- **how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings.**

Examples of Strengths and Weaknesses

Strengths

1. The applicant provides current data on the results of English language proficiency assessments and content assessments of proposed student participants (p.6).

2. The project design includes annual measurable objectives that reflect the GPRA measures that include annual targets of expected student achievement in English language proficiency and in Reading (pp. 22-24).

3. The applicant's management plan provides clearly articulated responsibilities, timelines, and milestones for accomplishing the project tasks (pp. 30-31). The Project Director will assume

a direct role in managing the project goals and the supporting staff will work to execute the activities. Time commitment of the involved administrators is appropriately aligned with the project demands. The use of eight annual meetings as well as surveys to determine the needs and strengths of the community will serve as mechanisms to ensure accountability in the execution of the project activities (p. 31).

4. The applicant's proposed methods used in the evaluation are thoroughly defined and appropriate to the project goals and outcomes related to teachers of LEP students and LEP students (pp. 32-35). The evaluation model is called the CIPP Model and it consists of four strategies: (1) context evaluation; (2) input evaluation; (3) process evaluation; (4) product evaluation. Adequate qualitative and quantitative data can be extracted using the stated data collection procedures in the project goals. Performance measures are appropriately identified and correspond with the data collection procedures. The design of the project allows for ongoing feedback and assessment of the instituted strategies. Securing data from student performance levels on standardized tests in content related areas, pre and post data from the ACT, data from the Youth Behavior Survey, and other relevant sources of data provide the necessary baseline to assess the status, progress, and outcomes of students and teachers.

5. Literacy First (pp.1-2) has parents as partners, cooperative learning, graphic organizers, and Multiple Intelligences as components which research shows works for Indian Children. Coaching and mentoring for educators are strong components to support the new content being learned. LEP students are strongly supported by research cited in this section.

Weaknesses

1. The applicant fails to describe how the activities proposed in the project design will encourage parental involvement (pp.24-25).

2. The information/research sources cited in the application have not been conducted with Indian or Alaska native students producing a scientific study showing they can improve students reading scores (pp. 23- 24)

3. The applicant's management plan does not specify timelines and benchmarks (pp.30-31).

4. The propose grant evaluation activities are referred to in the application but no details or specificity are provided. (pp. 27-28).

5. The applicant's project evaluation does not provide information as to formative and summative evaluation procedures for student achievement, teacher professional development, or the project itself (pp.28-29).

Common Weaknesses and Errors to Look for in Grant Applications

It is not unusual for experienced grant reviewers to see common errors and weaknesses in the grants they review. As a new reviewer, you need to know what these errors and weaknesses are and what to do when you find them.

1. Ideally, grant applicants should always seek grant opportunities that match their program's goals and objectives. Observe applicants who appear to be doing that the other way around.
2. Note where the applicant proposes to do something outside the scope of the RFP.
3. Carefully review the educational and professional credentials of the staff in key positions. Can they perform the work they are being asked to perform? If you can't judge them based on what they have given you in the application, note that in your review.
4. Make sure the applicants show evidence that they understand and have worked with the target population they are supposed to serve.

Helpful Words for the Comments Section

In order to give constructive criticism to all applicants, reviewers also help prepare strength and weakness summaries for each application reviewed. The following list of words has been compiled to help you write these evaluative comments. These words will help you convey your thoughts more accurately and convincingly. They are also less likely to be sent back to you for change or improvement by the panel monitor.

STRENGTHS

Comprehensive

Justified

WEAKNESSES

Partial

Unjustified

Reasonable	Unreasonable
Documented	Undocumented
Appropriate	Inappropriate
Details	Broad
Exhaustive	Limited
Adequate	Inadequate
Thorough	Careless
Focused	Unfocused
Complete	Incomplete
Unique	Common
Extensive	Limited, Narrow
Provides evidence	Lacks evidence
Innovative	Common
Sound	Unsound
Qualified	Unqualified
Strong	Weak
Experienced	Inexperienced
Demonstrates	Conceals
Describes	Fails to describe
Feasible	Impossible
Presents	Fails to present
Specify	Does not specify
Convincing	Unconvincing

DEFINITIONS

Ambitious project objective

The applicant will determine the proposed project's goals and set "ambitious objectives" and targets by ensuring that the objectives are challenging, raise expectations, and are achievable.

Equitable participation by public and private school students and educational personnel in a Title III program

Participation is considered to be equitable if the Local Education Agency (LEA) (1) assesses, addresses and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis; (2) provides, in the aggregate, approximately the same amount of services to students and educational personnel with similar needs; (3) spends an equal amount of funds to serve similar public and private school students and educational personnel; and (4) provides both groups of students and educational personnel equal opportunities to participate in program activities.

Graduation Rate

Graduation rate means a four-year adjusted cohort graduation rate consistent with 34 CFR 200.19(b) (1) and may also include an extended-year adjusted cohort graduation rate consistent with 34 CFR 200.19(b) (1) (v) if the State in which the proposed project is implemented has been approved by the Secretary to use such a rate under Title I of the ESEA.

GPRA

Under the Government Program Results Act (GPRA), Federal departments and agencies must clearly describe the goals and objectives of programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and regularly report on achievement. One important source of program information on successes and lessons learned is the project evaluation conducted under individual grants.

High-need children and high-need students

Children and students at risk of educational failure or otherwise in need of special assistance and support, such as

children and students who are living in poverty, who are English language learners, who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, or who have disabilities.

High-poverty school

A school in which at least 50 percent of students are eligible for free or reduced-price lunches under the Richard B. Russell National School Lunch Act or in which at least 50 percent of students are from low-income families as determined using one of the criteria specified under section 1113(a) (5) of the Elementary and Secondary Education Act of 1965, as amended. For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-poverty school under this definition is determined on the basis of the most currently available data.

Indian tribe

Indian tribe means any Indian tribe, band, nation, or other organized group or community, including any Native village or Regional Corporation or Village Corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act, that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. (ESEA Section 3301 (7)).

Language instruction educational program

Language instruction educational program means an instruction course in which LEP students are placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards. A language instruction educational program may make use of both English and a child's native language to enable the child to develop and attain English proficiency. Programs may include the participation of English proficient children in addition to LEP students if such a program enables participating students to become proficient in English and a second language.

"Native American" and "Native American Language

"Native American" and "Native American Language" are defined, under Section 3301(9) of ESEA to have the same meaning as those terms have under Section 103 of the Native American Languages Act. Under that Act, these terms are defined as follows. "Native American" means an Indian, Native Hawaiian, or Native American Pacific Islander. "Native American language" means the historical, traditional language spoken by Native Americans.

Native Hawaiian or Native American Pacific Islander Educational Organization

Native Hawaiian or Native American Pacific Islander native language educational organization means a nonprofit organization with –

- (A) a majority of its governing board and employees consisting of fluent speakers of the traditional Native American languages used in the organization's educational programs; and
- (B) not less than 5 years successful experience in providing educational services in traditional Native American languages. (ESEA Section 3301 (10))

Performance measure

A characteristic or metric that can be used to assess the performance aspects of a program or project. (i.e., student enrolled, grade-point average) **Will describe what will be improved, when, and how it will be measured.**

Privacy requirements

Privacy requirements means the requirements of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and its implementing regulations in 34 CFR part 99, the Privacy Act, 5 U.S.C. 552a, as well as all applicable Federal, State and local requirements regarding privacy.

Program of study

Program of study means a career and technical education program of study, which may be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, that--

- (a) Incorporates secondary education and postsecondary education;
- (b) Includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical

content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

(c) May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

(d) Leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Project Objective: State what applicant hope to achieve with the expected funded project.

Rural local educational agency means an LEA that is eligible under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program authorized under Title VI, Part B of the ESEA. Eligible applicants may determine whether a particular LEA is eligible for these programs by referring to information on the following Department Web sites. For the SRSA:

<http://www.ed.gov/programs/reapsrsa/eligible09/index.html>. For the RLIS:

<http://www.ed.gov/programs/reaprlisp/eligibility.html>.

Tribally sanctioned education authority

The term "tribally sanctioned educational authority" means-

(A) Any department or division of education operating within the administrative structure of the duly constituted governing body of an Indian tribe; and

(B) Any nonprofit institution or organization that is -
(i) Chartered by the governing body of an Indian tribe to operate a school described in section 3112(a) or otherwise to oversee the delivery of educational services to members of the tribe; and

(ii) Approved by the Secretary for the purpose of carrying out programs under subpart 1 of part A for individuals served by a school described in section 3112(a). (ESEA Section 3301 (15)).

