

Office of English Language Acquisition (OELA)

Title III: Native American and Alaska Native Children in School (NAM) Program FY 2012 Update

U.S. DEPARTMENT OF EDUCATION

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Title III: Native American and Alaska Native Children in School Program
FY 2013 New Awards

Overview Information

The purpose of the Title III Native American and Alaska Native Children in School (NAM) program, authorized under the Elementary and Secondary Education Act (ESEA) of 1965, as amended, is to provide grants for eligible entities to develop high levels of academic attainment among English learners (ELs) and to promote parental and community participation in language instruction educational programs. Projects funded under this grant are designed to provide high quality professional development to classroom teachers including teachers in the classroom settings, principals, administrators, and other community based organizations. Programs may support the teaching and studying of Native American languages, but must have, as a project objective, an increase in English language proficiency for participating students.

NAM is a competitive discretionary grant and provides funding for a period of up to 60 months. Continuation funding is contingent upon the availability of future funds as well as a grantee making satisfactory progress in accordance with the Education Department General Regulations (EDGAR),³⁴ Code of Federal Regulations (CFR) 75.253.

Applications are reviewed by peer reviewers who are experts in English language programs for ELs, Indian Education, professional development, parental involvement, and other areas such as early childhood and higher education programs. These experts judge how well the applicants respond to published selection criteria related to program design, quality of key personnel, management plan, and evaluation.

Eligible Entities

The following entities, when they operate elementary, secondary, and postsecondary schools primarily for Native American children (including Alaska Native children), are eligible applicants under this program: Indian tribes; tribally sanctioned educational authorities; Native Hawaiian or Native American Pacific Islander native language

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educational organizations; elementary schools or secondary schools that are operated or funded by the Department of the Interior/Bureau of Indian Education (BIE), or a consortium of such schools; elementary schools or secondary schools operated under a contract with or grant from the BIE in consortium with another such school or a tribal or community organization; and elementary schools or secondary schools operated by the BIE and an institution of higher education in consortium with an elementary school or secondary school operated under a contract with or a grant from the BIE or a tribal or community organization.

Charter Schools meeting the eligibility requirement are eligible to apply for a grant under the NAM program.

Public Schools serving primarily Native American or Alaska Native children are eligible to apply if the school is tribally sanctioned or is operated under a contract from the BIE, or has secured a grant or funds from the BIE, such as a grant under the Johnson O'Malley Act.

Under section 9501, Participation by **Private School Children and Teachers**, of the ESEA, an entity that receives a grant under the NAM program must provide for the equitable participation of private school children and their teachers or other educational personnel.

Performance Measures

Under 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. The Department has

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developed the following GPRA performance measures for evaluating the overall effectiveness of the NAM program:

1. **The percentage of ELs served by the program who score proficient or above on, as applicable, valid and reliable State and/or local district reading assessments.**
2. **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.**
3. **The percentage of ELs served by the program who are attaining proficiency in English as measured by the State approved English language proficiency assessment.**

Grantees funded under NAM are expected to collect and report to the Department data related to these measures in their Annual Performance and Final Performance reports. In addition, GPRA data is utilized to design the NAM program technical assistance plan to assist grantees in carrying out their objectives and activities and to identify exemplary projects. Programs serving only postsecondary students are not required to report on GPRA measures; however, such projects are expected to develop targets for reading and English proficiency and assess student progress and achievement in those areas.

Funding Opportunity Description FY 2013

The Department published a notice inviting applications for new awards in the Federal Register (FR) on December 6, 2012 (77 FR 72832). The deadline for the submission of applications was February 1, 2013. The Federal Register notice described the review process, the selection criteria, and the application submission requirements. Applicants were required to submit their applications electronically through the Government-wide Grants.gov system, unless they qualified for and submitted a waiver request. A pre-application technical assistance webinar was conducted 14 days after the closing date.

Competitive Preference and Invitational Priorities

The invitational notice included two competitive preference priorities and three invitational priorities.

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Competitive Preference Priority 1--Increasing Postsecondary Success

Projects designed to increase the number and proportion of high-need students 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

Projects designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements in improving postsecondary student outcomes relating to enrollment, persistence, and completion and leading to career success, and/or improved 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.

Under 34 CFR 75.105(c)(2)(i), applicants, depending on how well they addressed the priorities, received up to 10 additional points for Competitive Preference Priority 1, and up to 5 additional points for Competitive Preference Priority 2.

Invitational Priority 1--Supporting Native American Language Instruction

Projects 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 designed to improve early learning outcomes and success for high-need children and high-need students 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.

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Invitational Priority 3--Civic Learning and Engagement

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

Note: We did not give an application that met these invitational priorities a competitive or absolute preference over other applications.

Program Authority: 20 U.S.C. 6821(c) (1) (A) and 6822.

Applicable Regulations: (a) EDGAR in 34 CFR parts

74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99. (b) 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).

Selection Criteria

The selection criteria for this program are from 34 CFR 75.210 of EDGAR. The maximum score for all these criteria is 100 points.

Application Review Information

A total of 26 applications were received by the closing date. Of the 26 applications, 5 applications were deemed ineligible: 4 applications did not meet Grants.gov format requirements, and 1 application was submitted by an entity that is not an eligible applicant. The remaining 21 applications were evaluated and ranked through the peer review process. .

The review of applications was conducted off-site using the Department of Education's grants management system, G5 e-Reader, from February 26 through March 8, 2013.

Each application was read and independently rated by two non-federal reviewers who evaluated the applications against the selection criteria published in the **Federal**

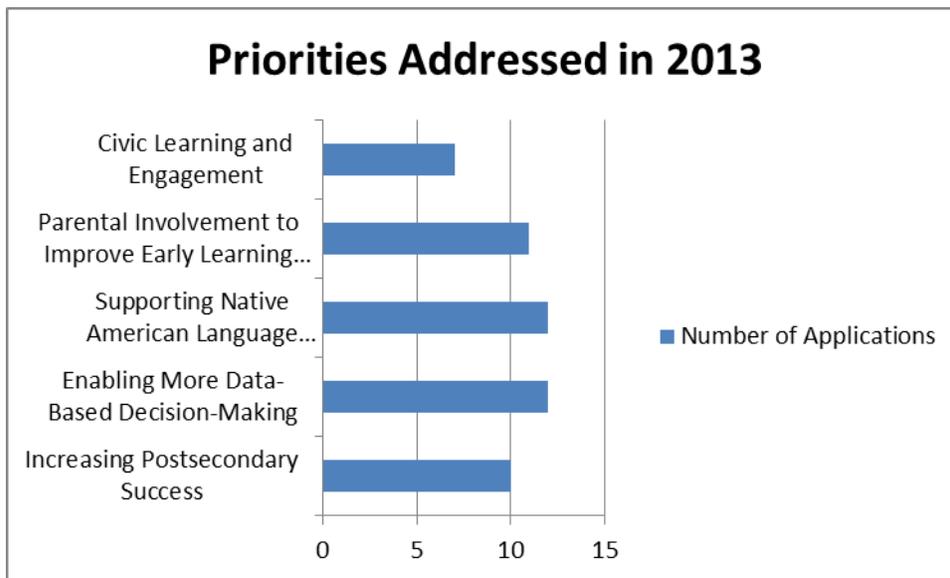
Register / Vol. 77, No. 235 / Thursday, December 6, 2012 / Notices. All peer reviewers were trained by NAM program staff to apply the selection criteria consistently across all applications and on the use of the G5 e-Reader system. Department staff served as panel monitors and conducted a review of all comments and scores to ensure that the scores were adequately supported by comments before reviewers submitted their comments as final.

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Note: In reviewing an application, under 34 CFR 75.217(d)(3), NAM program considers past performance of the applicant in carrying out a previous award, such as the applicant’s use of funds and its compliance with grant conditions, failure to submit a performance report or submitted a report of unacceptable quality. NAM program staff assessed the Risk Management Services (RMS) Entity Risk Review (ERR) report for each applicant eligible for funding, including data from past A-133 audit findings, financial information from Dun and Bradstreet, past performance information from G5, and previous “high risk” special conditions. Program and RMS staff determined that the 12 new applicants posed no risks requiring mitigation.

Of the 21 applications evaluated, 12 applications scored 75 or higher on the Selection Criteria and attained up to 15 additional points for Competitive Preferences 1 and 2, depending upon how well each applicant met the applicable priorities. Of the 12 applications recommended for funding, 10 (83%) addressed Competitive Preference Priority 1; 12 (100%) addressed Competitive Preference Priority 2; 12 (100%) addressed Invitational Priority 1; 11 (92%) addressed Invitational Priority 2; and 7 (58%) addressed Invitational Priority 3. Six grantees are first time NAM applicants. All 12 projects are located in rural areas. An estimated of **2,590** Native American and Alaskan Native children from birth to secondary school are expected to be served under the NAM 2013 Cohort.

Chart 1



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Project Activities

Activities proposed by these projects include: heritage language and culture-based curriculum development, alignment of native language and culture into the districts' literacy program, dual language and immersion instruction, community-based literacy instruction, home parent education, professional development leading to native language teacher certification, and activities designed to support early detection of developmental delays and health issues.

Anticipated outcomes for projects include:

- Improve academic achievement in Science, Technology, Engineering, and Math (STEM) subjects
- Reduce the high school dropout rate
- Improve formative and summative assessment data to better monitor student progress in English language development
- Improve teachers' understanding of assessment data to better interpret results and use data to design instruction.
- Increase the number of graduating seniors accepted into programs of higher education or vocational training by providing new programs in career counseling and non-traditional education for high school students.
- Increase parent high school re-entry, graduation and enrollment in postsecondary schools.
- Increase parent participation in school governance
- Improve student attendance

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New Funded Applications FY 2013

T365C130001	Award: \$355,638
Grantee: Kashunamiut School District	
State: Alaska	
Project Title: The Three C's Project	
Grade Levels: K-12	
Students to be Served: 320	
Native Language: CUP'IK	
Website: http://www.chevakschool.org/	
T365C130015	Award: \$243,256
Grantee: Yukon-Koyukuk School District	
State: Alaska	
Project Title: Expanding Our Horizons	
Grade Levels: PreK-12	
Students to be Served: 160	
Native Language: Athabascan	
Website: http://www.yksd.com/site/default.aspx?PageID=1	
T365C130022	Award: \$285,398
Grantee: Painted Desert	
State: Arizona	
Project Title: The Star Literacy and Language Project	
Grade Levels: Preschool-8	
Students to be Served: 175	
Native Language: Navajo	
Website: http://www.starschool.org/	

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T365C130008	Award: \$299,984
Grantee: Arlee Elementary School	
State: Montana	
Project Title: Arlee Partners in Learning	
Grade Levels: K-8	
Students to be Served: 310	
Native Language: Salish	
Website: http://www.arlee.k12.mt.us/site/Default.aspx?PageID=348	
T365C130009	Award: \$188,730
Grantee: Arlee High School	
State: Montana	
Project Title: The Youth Education for Success Project	
Grade Levels: 9-12	
Students to be Served: 57	
Native Language: Salish	
Website: http://www.arlee.k12.mt.us/site/default.aspx?PageID=1	
T365C130002	Award: \$240,320
Grantee: Winnebago Tribe of Nebraska	
State: Nebraska	
Project Title: Educare of Winnebago Early Language Initiative	
Grade Levels: Preschool	
Students to be Served: 190	
Native Language: HoChunk	
Website: http://travois.com/projects/winnebago-educare/	
T365C130005	Award: \$250,000

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Grantee: Missouri River Education Cooperative	
State: North Dakota	
Project Title: Primary Circle	
Grade Levels: K-7	
Students to be Served: 576	
Native Languages: Arikara, Lakota/Dakota	
Website: http://mrecnd.org/	
T365C130023	Award: \$253,825
Grantee: Stilwell Public Schools	
State: Oklahoma	
Project Title: Close the Gap	
Grade Levels: PreK-12	
Students to be Served: 127	
Native Language: Cherokee	
Website: http://www.stilwellk12.org/	
T365C130024	Award: \$203,287
Grantee: Tenkiller Elementary School	
State: Oklahoma	
Project Title: Project Literacy EC	
Grade Levels: PreK-3	
Students to be Served: 325	
Native Language: Cherokee	
Website: http://www.tenkiller.k12.ok.us/	
T365C130025	Award: \$ 289,850

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Grantee: Chief Leschi Schools	
State: Washington	
Project Title: Cradleboard to Career	
Grade Levels: Preschool-3 rd grade, 10-12	
Native Language: Twulshootseed	
Website: http://www.leschischools.org/	
T365C130018	Award: \$299,013
Grantee: Yakama Nation	
State: Washington	
Project Title: Language and English Acquisition for Postsecondary Students	
Grade Levels: 8-12	
Students to be Served: 100	
Native Language: Sahaptin	
Website: http://www.yakamanation-nsn.gov/	
T365C130013	Award: \$296,408
Grantee: Tribal Government of the Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin	
State: Wisconsin	
Project Title: LCO Second Language Project	
Grade Levels: Preschool, 6-12	
Students to be Served: 100	
Native Language: Ojibwe	
Website: http://www.lco-nsn.gov/	

In addition to the 12 projects mentioned above, the NAM program funds an additional 13 projects. First funded in 2011, these projects are located in Alaska, Arizona, Montana, Nebraska, New Mexico, Oklahoma, South Dakota, Washington, and Wisconsin.

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Approximately 5,680 students, from birth to post-secondary are served under NAM. The total budget for all NAM grants is \$6,006,468 for Fiscal Year 2013. OELA looks forward to continuing its partnership with NAM grantees to deliver effective programs that will assist students in developing English proficiency and achieving academically.

Chart 2

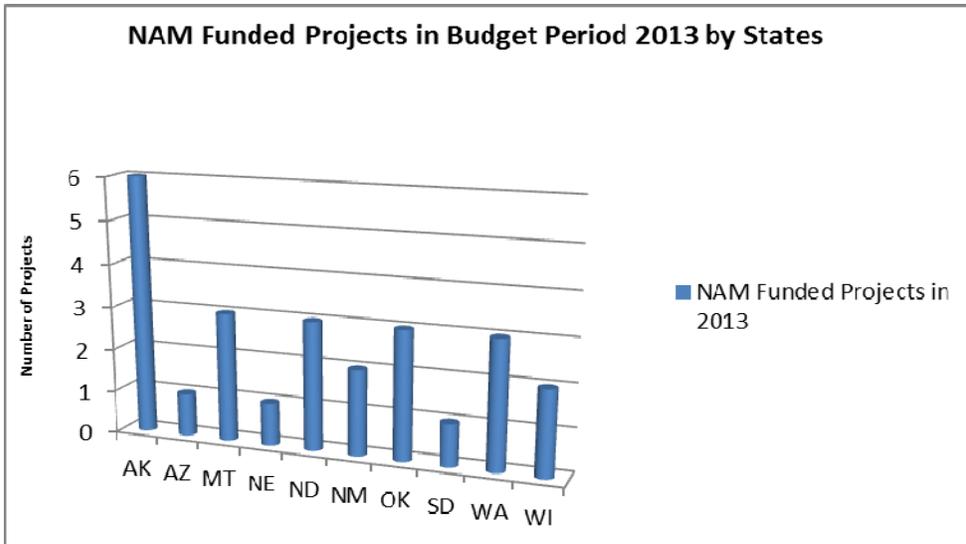
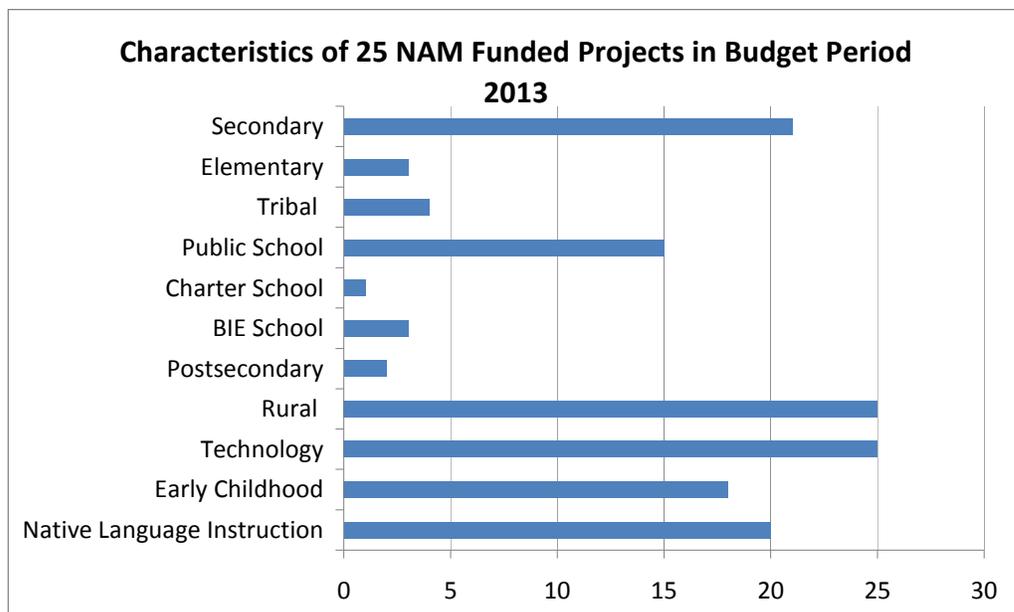


Chart 3



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To learn more about NAM new 2013 funded applications and the 2011 funded projects visit “Full applications for 2013 NAM Program grantees” posted at <http://www.ncela.gwu.edu/2013namgrantees> and <http://www.ncela.gwu.edu/grants/nam/>.

Sources

Notice inviting applications for new awards for FY 2013, Published at the Federal Register / Vol. 77, No. 235 / Thursday, December 6, 2012 / Notices.

AccELLerate! 4.1. Fall 2011 <http://www.ncela.gwu.edu/accelerate/fall2011/>

Grantmaking at ED <http://www2.ed.gov/fund/grant/about/grantmaking/index.html>New