

**Native American and Alaska Native Children in School Program**  
FY 2011

Non-Regulatory Guidance for the Title III SEA's

**Background and Program Focus**

The purpose of this program is to provide grants for eligible entities to develop high levels of academic attainment in English among English learner students (ELs), and to promote parental and community participation in language instruction educational programs.

Under this competition we invited applicants to address the following competitive preference and invitational priorities.

**Competitive Preference Priority 1--Novice Applicants.**

To meet this priority, an applicant must be a novice applicant, as defined in 34 CFR 75.225. A novice applicant means any applicant for a grant under this competition that--

- (i) Has never received a grant or subgrant under the Native American and Alaska Native Children in School program;
- (ii) Has never been a member of a group application, submitted in accordance with 34 CFR 75.127 through 75.129, that received a grant under the Native American and Alaska Native Children in School program; and
- (iii) Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the Native American and Alaska Native Children in School program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127 through 75.129, a group includes only parties that meet the requirements listed in this priority.

**Competitive Preference Priority 2--Increasing Postsecondary Success.**

Projects that are designed to address the following priority area:

Increasing the number and proportion of high-need students (as defined in the notice inviting applications) who are academically prepared for and enroll in college or other postsecondary education and training. This is taken from the Secretary's supplemental priority #8.

**Competitive Preference Priority 3-Enabling More Data-Based Decision-Making.**

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 the notice inviting applications), 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.

This is taken from the Secretary's supplemental priority #13.

We awarded five points under Competitive Preference Priority 1 to applicants that met the definition of Novice Applicant as defined in the notice, and up to three points each for Competitive Preference Priority 2 and 3, depending on how well the application met each priority.

Note: We added competitive preference priority points for Priorities 2 and 3 only to applications that scored 75 or higher.

**Invitational Priority 1-Parental Involvement to Improve School Readiness and Success.**

Projects that are designed to provide parental involvement activities to improve school readiness and success for high-need children and high-need students (as defined in the notice inviting applications) 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 2-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.

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

### **Eligible applicants**

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 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.

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.

### **Q&A**

**Q: May projects funded under the Title III Native American and Alaska Native Children in School (NAM) program support the teaching and studying of Native American Languages?**

**A:** Projects funded under NAM 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.

**Q: Are students who participate in NAM program required to meet State academic content and student academic achievement standards?**

**A:** Students, who are enrolled in schools that are subject to meet State academic content and student academic achievement standards, are expected to meet those standards. Students in schools that are subject to standards other than State standards are expected to meet the same standards as all children in their school are expected to meet.

**Q: Are public schools, which serve primarily Native American or Alaska Native children eligible to apply under NAM?**

**A:** Public elementary or secondary schools operated predominantly for Native American children are eligible to apply under the NAM program if the school is tribally sanctioned or is operated under a contract from the Bureau of Indian Education, or has secured a grant or funds from the Bureau of Indian Education, such as a grant under the Johnson O'Malley Act. Applicants are required to demonstrate through OMB approved form, 1885-055, that they meet eligibility requirements of the program.

**Q: May a grantee under NAM program receive funds under the Title III formula grant program?**

**A:** A grantee under the NAM program may receive funds under the Title III formula grant program as long as the ELs participating in the NAM program are not included in the count of ELs used as the basis for the formula grant.

**Q: What are the established performance measures for the NAM program under the Government Performance and Results Act (GPRA)?**

**A:** 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:

**1.1:** The percentage of ELs served who scored proficient or above on the State reading assessment.

**1.2:** The percentage of ELs served who made progress in English as measured by the State-approved English language proficiency (ELP) assessment.

**1.3:** The percentage of ELs served who attained proficiency in English as measured by the State-approved ELP assessment.

**Q: Are applicants who are proposing to serve post secondary students exclusively, required to address the GPRA measures?**

**A:** No. Applicants who are proposing to serve exclusively post secondary students are not required to address the GPRA measures.

**Q: What are the reporting requirements for grantees that receive a Title III, NAM program grant?**

**A:** Grantees under the NAM program must provide to the Secretary an annual performance report for continuation award purposes, a Complete Data Report, and a final performance report (34 CFR 80.40(a)(1)-(4), (d), and (e) and 34 CFR 80.41). These reports must contain information regarding each objective. If possible quantified results should be reported depending on the content of the objective. An explanation is needed when an objective target for that performance year is not met. Disclosure must include a statement of the action to be taken or contemplated and any assistance needed to resolve the situation. Budgetary information in the form of a line item budget and budget narrative must also accompany the report [34 CFR 80.40(b) (2) (iii)].

#### **DEFINITIONS**

**Q: What is a "language instruction educational program?"**

**A:** "Language instruction educational program" means an instruction course in which ELs 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 ELs if such a program enables participating students to become proficient in English and a second language.

**Q: What are the terms "Native American" and "Native American Language?"**

**A:** The terms "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.

**Q: What does the term "Indian tribe" mean?**

**A:** "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)).

**Q: What is a "Native Hawaiian or Native American Pacific Islander Educational Organization"?**

**A:** "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))

**Q: What is a tribally sanctioned education authority?**

**A:** 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)).

**Q: What is "High-need children and high-need students"?**

**A:** 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.

**Q: What is "GPRA"?**

**A.** 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.