

NCELA

**National Clearinghouse for
English Language Acquisition and
Language Instruction Educational Programs**

presents

**Pre-application Technical Assistance for Potential
Applicants: FY 2013 Native American and Alaska Native
Children in School Program Competition**

December 19, 2012

Cynthia Ryan

Trini Torres Carrion

Rebecca Richey

Office of English Language Acquisition

US Department of Education

NCELA is operated under contract ED-04-CO-0094/0002 from the US Department of Education to The George Washington University. Our mission is to provide technical assistance information to state education agencies, local education agencies, and others regarding the education of English language learners.



NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM (NAM) FY 2013, APPLICANT WEBINAR

CINDY RYAN, DIVISION DIRECTOR

TRINI TORRES-CARRION, NAM PROGRAM MANAGER

REBECCA RICHEY, SENIOR EDUCATION PROGRAM SPECIALIST

DATE: DECEMBER 19, 2012

**Welcome to the U.S. Department of Education,
Office of English Language Acquisition (OELA),
2013 webinar for new applicants for the
Native American and Alaska Native Children in
School Program (NAM), CFDA No: 84.365 C
Closing Date: February 1, 2013**

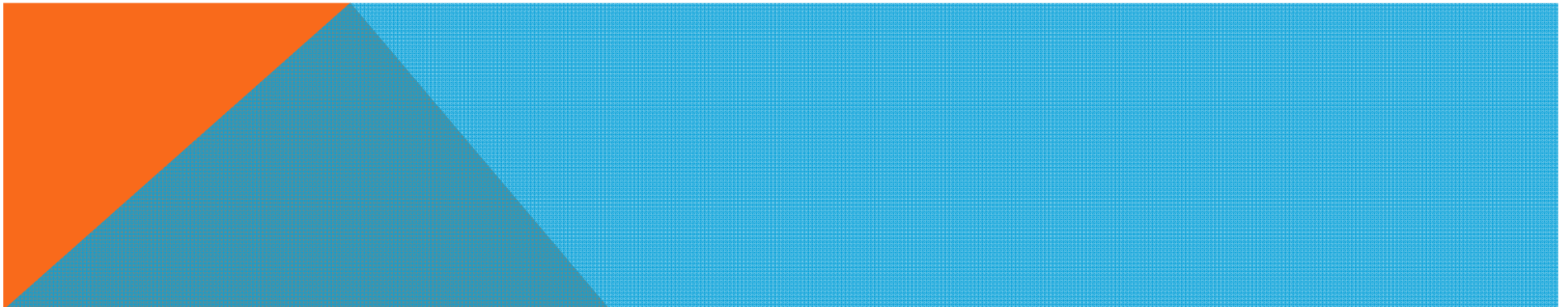


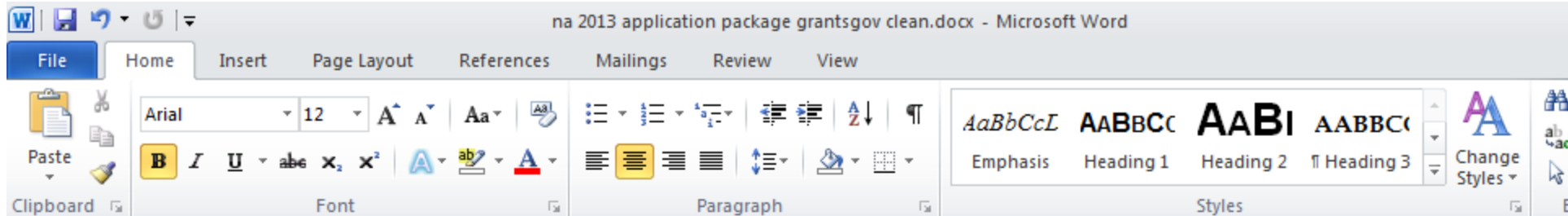
GETTING STARTED

In this webinar we will:

1. Guide you through the grant application package that includes application forms, instructions, guidance, and
2. Respond to your questions about the application package and process.

Please have the grant application package, CFDA No.84.365, on hand.



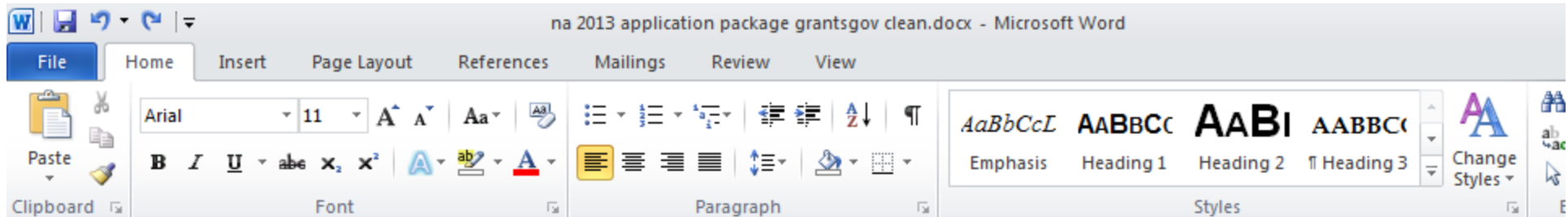


DATED MATERIAL – OPEN IMMEDIATELY
Closing Date
2-1-2013
Fiscal Year 2013

GRANT APPLICATION
FOR THE
NATIVE AMERICAN AND ALASKA NATIVE CHILDREN
IN SCHOOL PROGRAM

CFDA No. 84.365C
OMB No. 1885-002
Expiration Date: 7/30/2013





NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM

FY 2013

TABLE OF CONTENTS

Section A Transmittal Instructions..pp.5-12

Application Transmittal Instructions
Grants.gov Submission Procedures and Tips for Applicants
Application Forms and Instructions for Grants.gov
Narrative/Documents Attachments

Section B Overview Information..pp.13-20

Purpose of the Program
Eligible Entities
Public and Charter School Eligibility
Equitable Participation
Instructional Programs Requirements
Programs Authorized
Professional Development Activities
Parent Outreach and Notification
Reporting Requirements Past Performance
Rating the Application
Notifying Funded Applications

SECTION A

TRANSMITTAL INSTRUCTIONS...PP.5-12

Application Transmittal Instructions

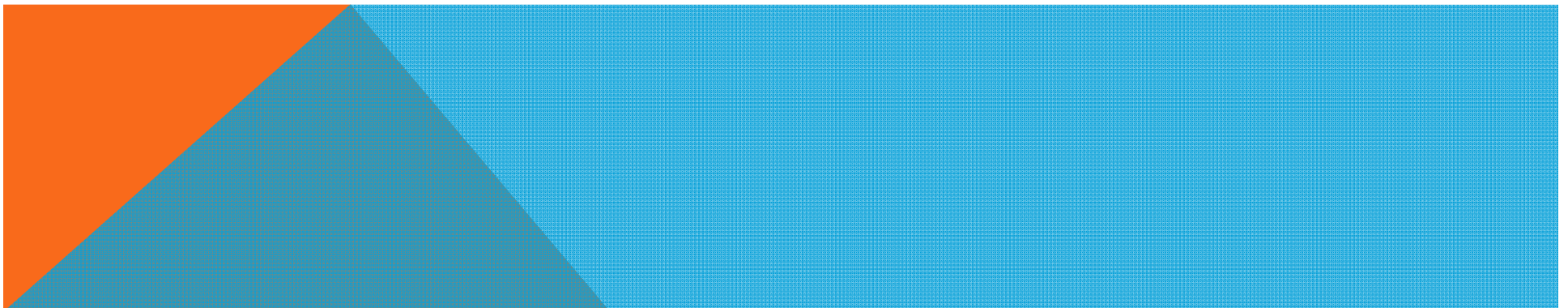
Grants.gov Submission Procedures and Tips for Applicants

Application Forms and Instructions for Grants.gov

Narrative/Documents Attachments

Grants.gov for Applicants

<http://grants.gov/applicants/applicants.jsp>



SECTION B

OVERVIEW INFORMATION...PP.13-20

Purpose of the Program p. 14

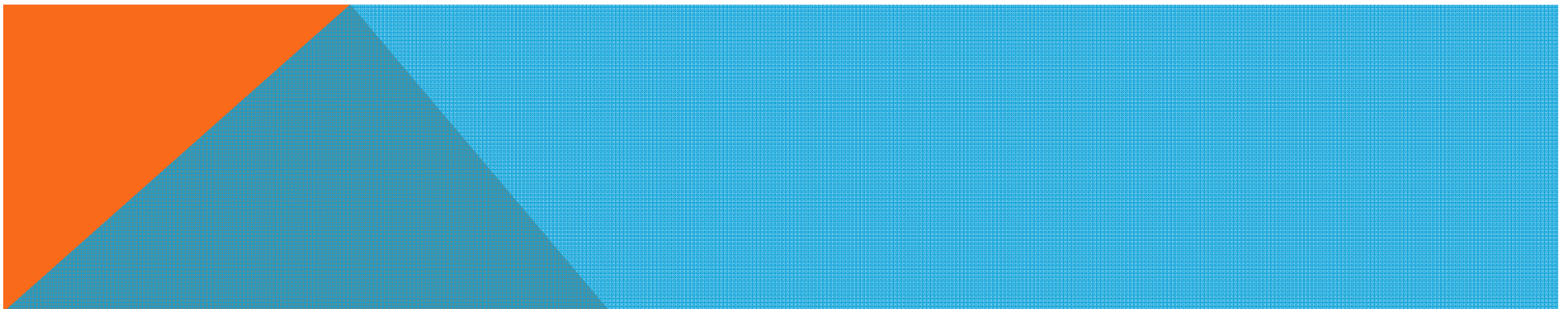
Eligible Entities p.14

Public and Charter School Eligibility p.14

Equitable Participation by Public and Private School p.15

Instructional Programs Requirements p.15

Programs Authorized p.15



SECTION B

OVERVIEW INFORMATION...PP.13-20 (CONT.)

Professional Development Activities pp.15-16

Parent Outreach and Notification p.16

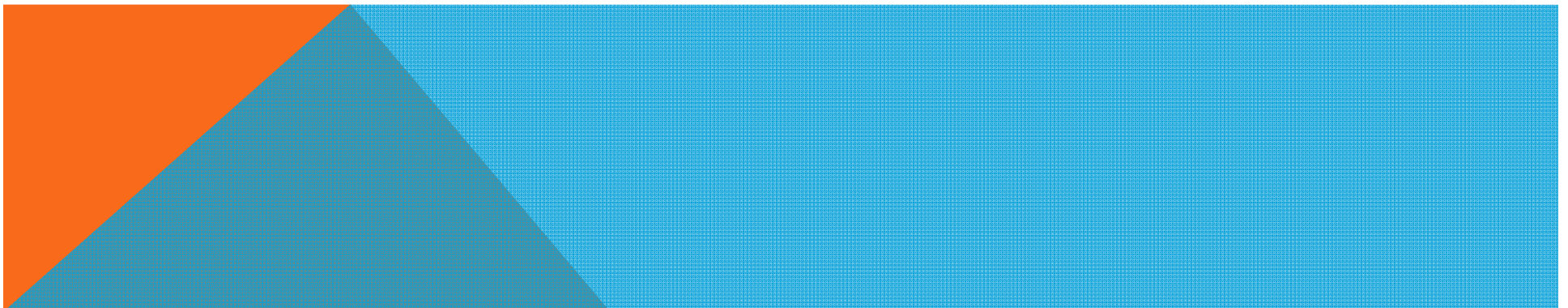
Reporting Requirements p.16

Past Performance p.16

Rating the Application p.17

Notifying Funded Applications p.17

Definitions pp. 18-20



SECTION C

LEGAL AND NON REGULATORY DOCUMENTS

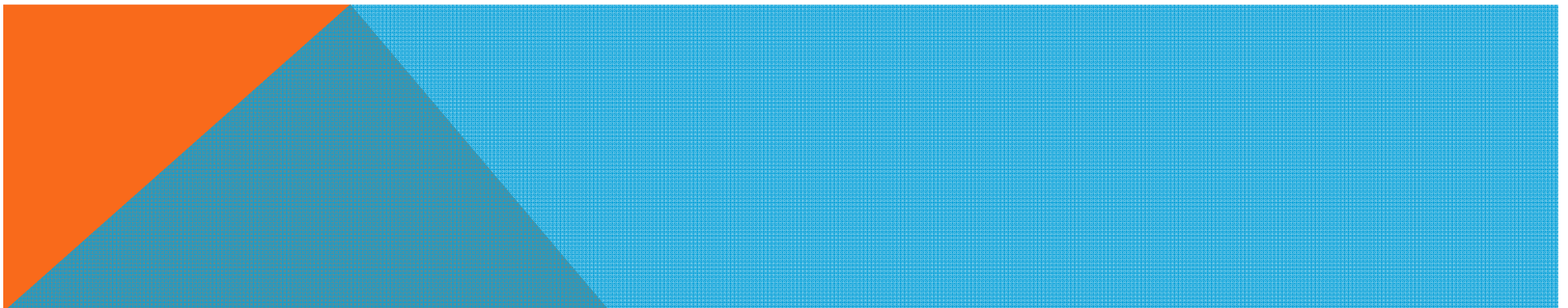
Application Notice

_Priorities

_Selection Criteria

Program Statute

GPRA Measures Q&A



na 2013 application package grantsgov Final.docx - Microsoft Word

File Home Insert Page Layout References Mailings Review View

Courier New 12 A A Aa

Font Paragraph Styles

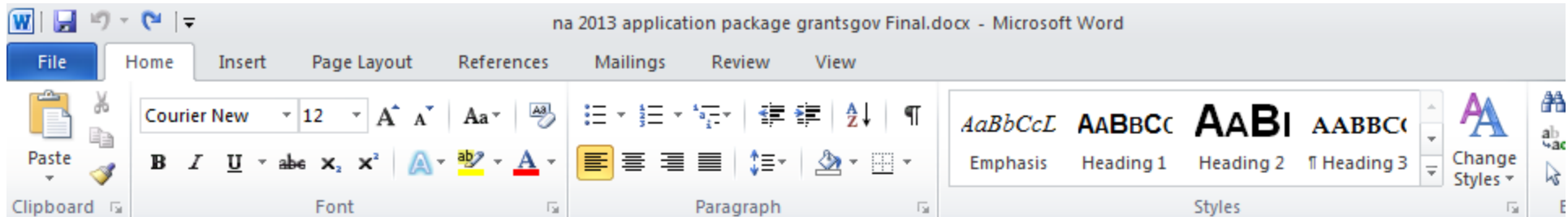
Clipboard Paste

Emphasis Heading 1 Heading 2 Heading 3 Change Styles

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.



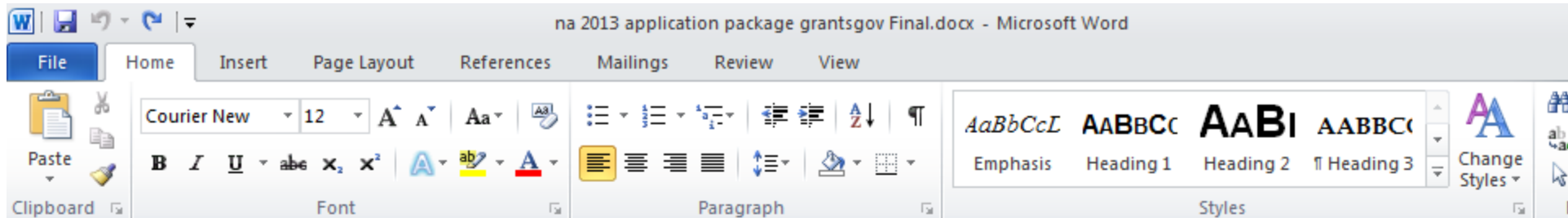
Competitive Preference Priority 1--Increasing Postsecondary Success.

(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.

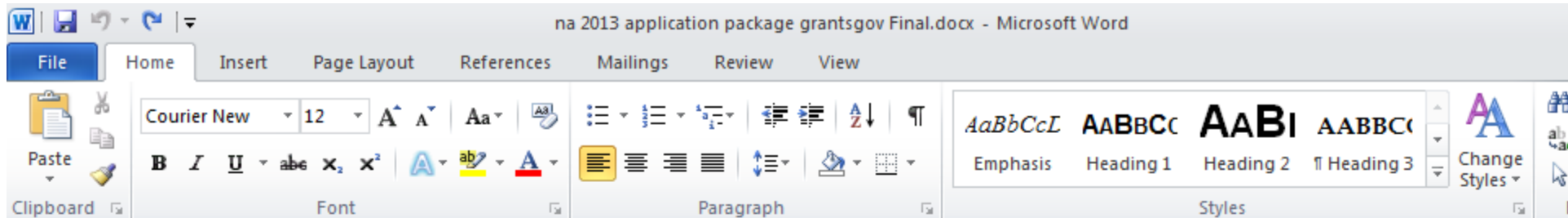


Competitive Preference Priority 2--Enabling More Data-Based Decision-Making. (5 points)

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



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:

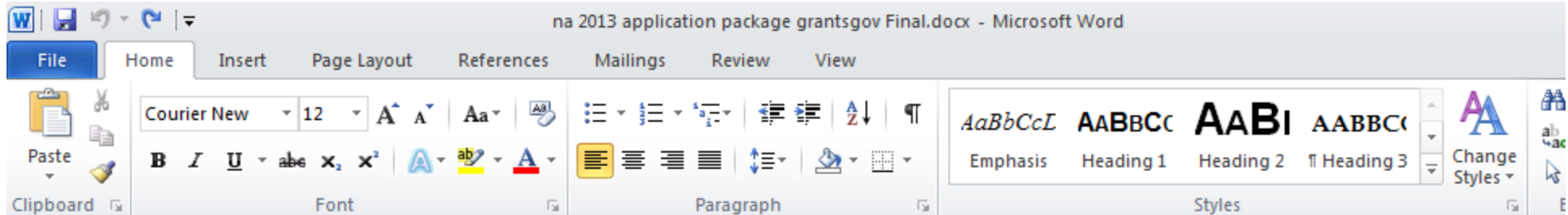
Invitational Priority 1--Supporting Native American Language

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



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

25

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

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

na 2013 application package grantsgov Final.docx - Microsoft Word

File Home Insert Page Layout References Mailings Review View

Courier New 12 A A Aa

B *I* U abc x₂ x² A ab A

AaBbCcL AABBCc AABI AABBCc

Emphasis Heading 1 Heading 2 ¶ Heading 3

Clipboard Font Paragraph Styles

GPRA Performance Measures under the NAM program FY 2013

Q&A

What are performance measures?

Performance measures quantitatively tell us something important about our products, services, and the processes that produce them. They are tools to help us understand, manage, and improve what our organizations do.

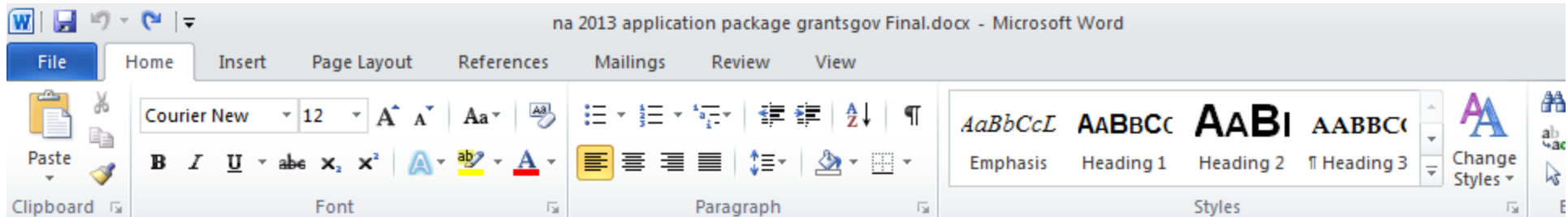
Under the Government Performance and Results Act of 1993 (GPRA), Federal departments and agencies must clearly describe the goals and objectives of programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and annually report on achievement. One important source of program information on successes and lessons learned is the project evaluation conducted under individual grants.

What is the GPRA performance objective for the NAM program?

The GPRA performance objective for the NAM program is to improve English language proficiency and academic achievement of English learner students served by the program.

What are the GPRA measures for the NAM program?

In order develop a means of measuring progress made, and annually report on achievement, the Department has developed the following GPRA performance



Section D Other Guidance

- Guidelines for Project Abstract
- Guidelines for Budget Narrative
- DUNS Number Instructions
- Grant Application Receipt
- Grant and Contract Funding Information
- Intergovernmental Review of Federal Programs
- State Single Points of Contact (SPOCs)

Attached Program Mandatory Forms

- Student Data Certification (OMB Number 1885-0551)
- Eligibility Certification (OMB Number 1885-0551)
- Group Application Certification (OMB Number 1885-0551)

Application Instructions and Forms (These forms are included in this package, may be downloaded from Grants.gov and are found on the Ed.gov website in PDF and Word formats: <http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)

- Application for Federal Assistance (SF-424 and Supporting Documents)
 - SF-424
 - Instructions for SF-424
 - ED Supplement to the SF-424
 - Instructions for ED Supplement to the SF-424

na 2013 application package grantsgov Final.docx - Microsoft Word

File Home Insert Page Layout References Mailings Review View

Spelling & Grammar Proofing Research Thesaurus Word Count

Translate Language Language

New Comment Comments Delete Previous Next

Track Changes Tracking Final: Show Markup Show Markup Reviewing Pane

Accept Reject Changes Previous Next

Compare Compare Block Authors Restrict Editing Protect

Suggested Guidelines for the Project Abstract

Applicants, in preparing the project abstract, may consider using the following template.

APPLICANT

PARTNERS, if applicable (i.e. tribal colleges, tribes, etc.)

TITLE OF PROJECT

TYPE OF PROJECT

NATIVE LANGUAGE(S)

SCHOOL(S)

GRADE LEVEL(S)

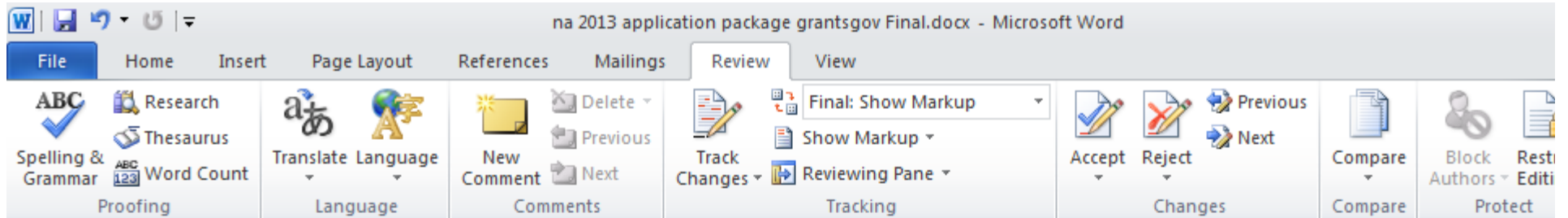
TOTAL NUMBER OF ENGLISH LEARNERS (ELS) EXPECTED TO PARTICIPATE IN THE PROJECT EACH YEAR:

Year 1 ____ Year 2 ____ Year 3 ____ Year 4 ____ Year 5 ____

PRIORITY(S) addressed, if applicable

SUMMARY OF ANNUAL PROJECT PERFORMANCE MEASURES FOR ITEMS BELOW:

- Proposed professional development activities
- Proposed community and parent involvement activities
- Expected project final outcomes



Suggested Guidelines for Budget Narrative

Personnel

- Provide the title and duties of each position to be compensated under this project.
- Provide the salary for each position under this project.
- Provide the amounts of time, such as hours or percentage of time to be expended by each position under this project.
- Explain the importance of each position to the success of the project.
- Provide the basis for cost estimates or computations.

Fringe Benefits

- Give the fringe benefit percentages of all personnel included under Personnel.
- Provide the rate and base on which fringe benefits are calculated.

Travel

- Explain the purpose of the travel, how it relates to project success, how it aligns with the project goals and objectives and which project participants or staff will participate.
- Submit an estimate for the number of trips, points of origin and destination, and purpose of travel.
- Submit an itemized estimate of transportation and/or subsistence costs for each trip.
- Provide the basis for cost estimates or computations.

Equipment

- Indicate the estimated unit cost for each item to be purchased.
- Identify each type of equipment.
- Provide adequate justification of the need for items of equipment to be purchased.
- Explain the purpose of the equipment, and how it relates to project success.
- Provide the basis for cost estimates or computations.

Supplies

na 2013 application package grantsgov Final.docx - Microsoft Word

File Home Insert Page Layout References Mailings Review View

Spelling & Grammar
 Research
 Thesaurus
 Word Count
 Proofing

Translate
 Language
 Language

New Comment
 Delete
 Previous
 Next
 Comments

Track Changes
 Show Markup
 Reviewing Pane
 Tracking

Accept
 Reject
 Previous
 Next
 Changes

Compare
 Block Authors
 Restrict Editing
 Compare Protect

STUDENT DATA

NOTE: This form must be completed by applicants under the Native American and Alaska Native Children in School Program (NAM).

Name of the applicant:

SECTION A

Name of the participant school (s).	Grade (s) to be served by the program.	Total number of students enrolled in the school.	Total number of Native American or Alaska native LEP students to be served by the program.	Total number of Native American or Alaska native students enrolled in the school.

SECTION B

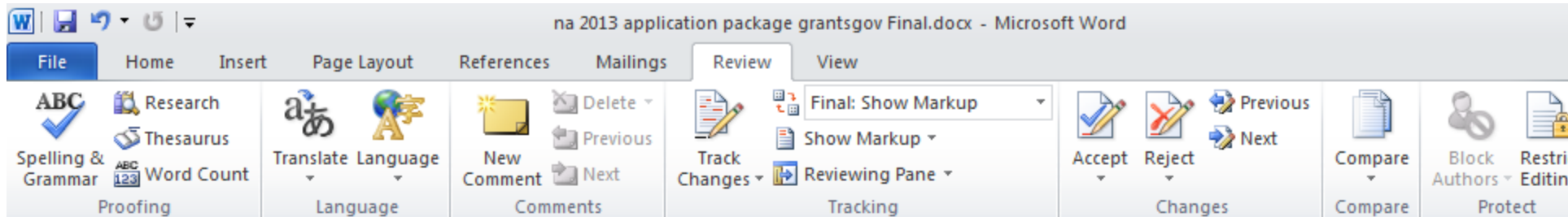
Name of the Authorized Representative:

Signature:

Date:

OMB Number 1885-0551 Expires 07/31/2013

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 1885-0551. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed and complete and review the information collected. 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, DC 20202-4651. If you have comments or concerns regarding the status of individual submission of this form, write directly to: Native American and Alaska Native Children in School Program, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ, Room 5C145, Washington, D.C. 20202-4651



NAM Application Checklist FY 2013

Use this checklist while preparing your application. All items listed on this checklist are required.

Application for Federal Assistance (SF-424)

Department of Education Supplemental Information Form for SF-424

ED Project Abstract Form-, 3 page limit

Standard Budget Form (ED-524), Sections A & B

Budget Narrative Attachment Form--Itemized budget (Section C) and budget narrative justification for each year of requested funding. The budget itemization and narrative does not require double spacing or page numbers.

Standard Assurances for Non-Construction Programs (SF-424B)

Grants.gov Lobbying Form (formerly ED Form 80-0013)

Disclosure of Lobbying Activities (SF-LLL), if applicable

GEPA Section 427 Requirement

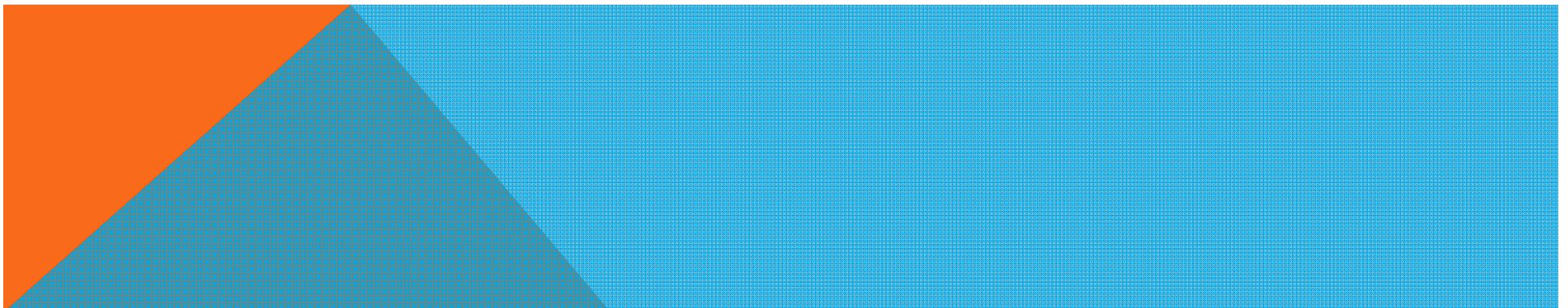
APPLICATION NARRATIVE REMINDERS-PROGRAM DESIGN

Applicants should develop a narrative that:

Addresses the program selection criteria, sub criteria and applicable (GPRA) measures

Includes annual performance objectives that are measurable, supported by activities.

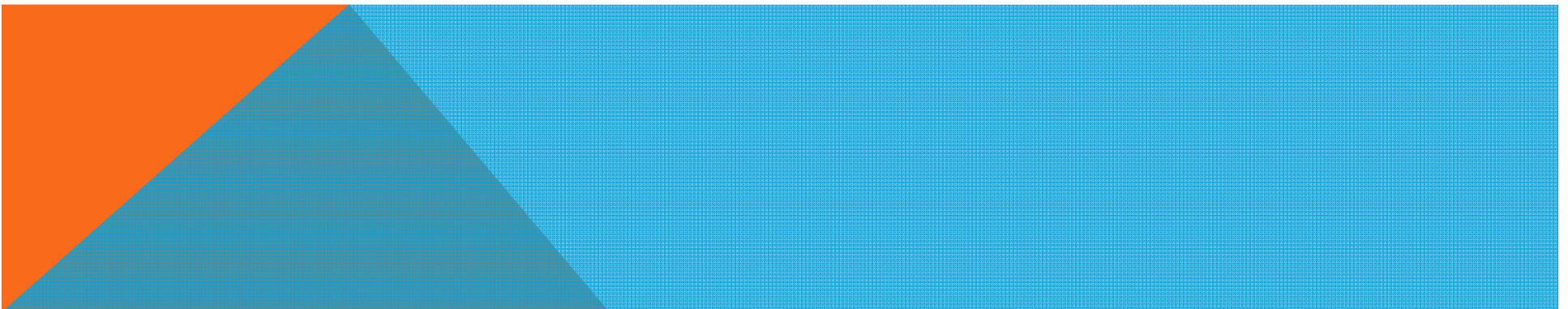
Describes relevant teacher training and community involvement activities.



APPLICATION NARRATIVE REMINDERS

A strong evaluation plan should be included in the application narrative that describes how project objectives will be evaluated.

- (1) what types of data will be collected and when;
- (2) what methods will be used;
- (3) what instruments will be developed and when;
- (4) how the data will be analyzed;
- (5) when reports of results and outcomes will be available; and
- (6) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information about project success.



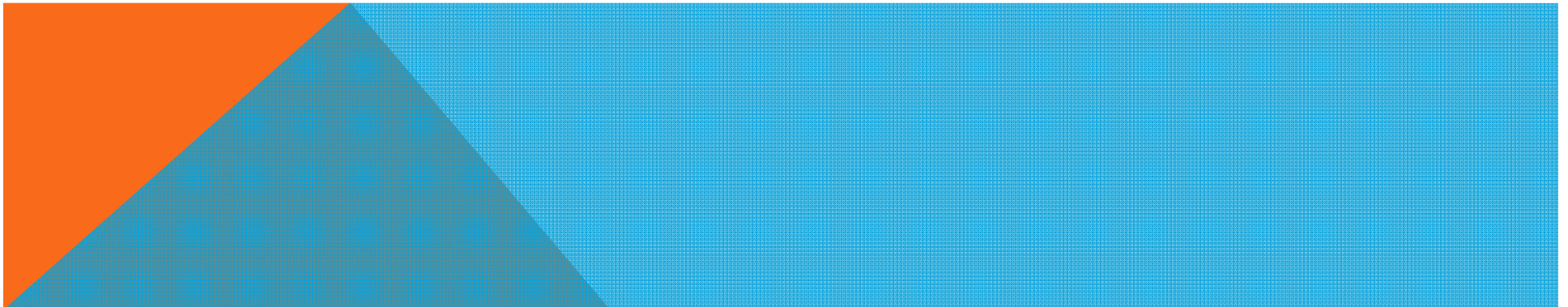
ADDITIONAL REMINDERS

Submit your application before the day of the deadline (if possible).

Read the entire application notice.

Read the entire grant application package.

Do not exceed the narrative 35 page limits. Applications will be rejected if the narrative exceeds the 35 page limits.

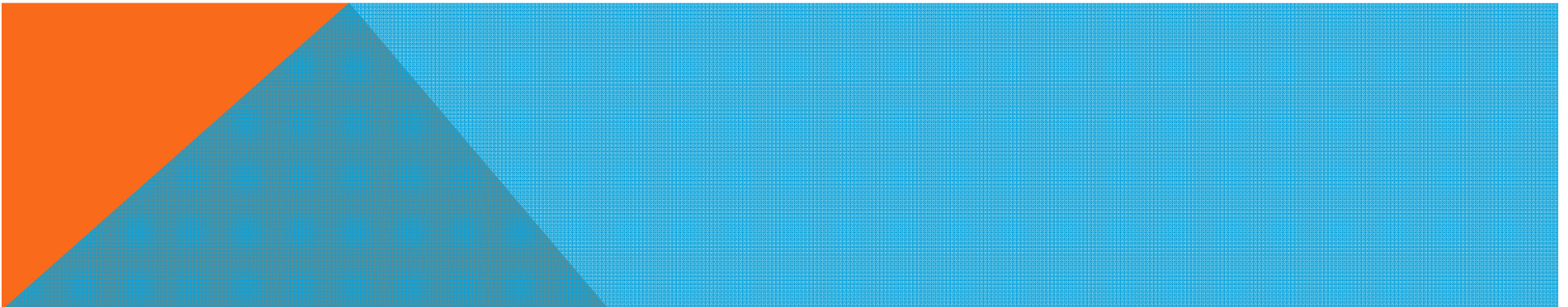


ADDITIONAL REMINDERS

Double-space ALL of the narrative section (including footnotes, selection criteria, charts, etc.)

Follow the suggested format for the Project Abstract which includes a maximum of 3 pages and a single-spaced summary of your proposed project.

Consider the point value of each selection criterion in developing the narrative response.



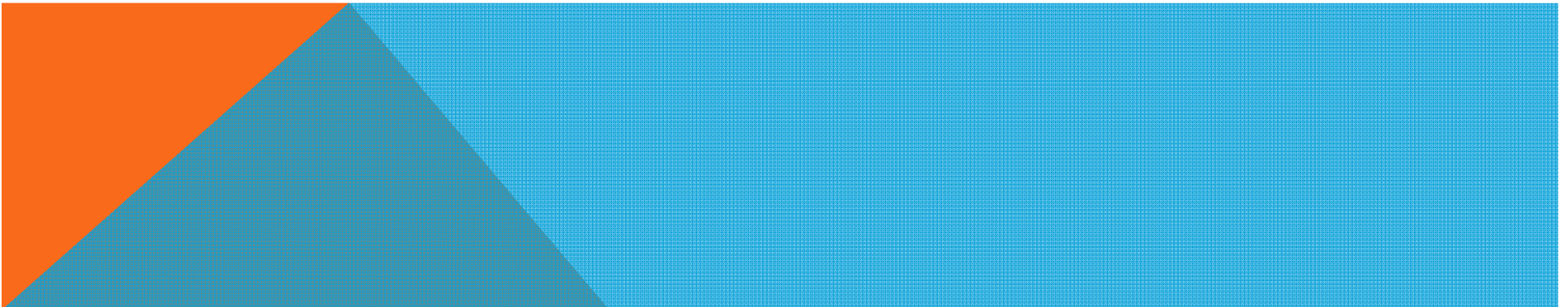
ADDITIONAL REMINDERS

Include a budget that supports program goals and objectives with clear cost analyses and appropriate justification.

Check your budget totals for each year; don't exceed the allowable funding level.

Check for consistency between narrative and budgets.

Have an objective third-party review your application before submission to ensure that what you are proposing will be understood by the grant readers and ED Staff.



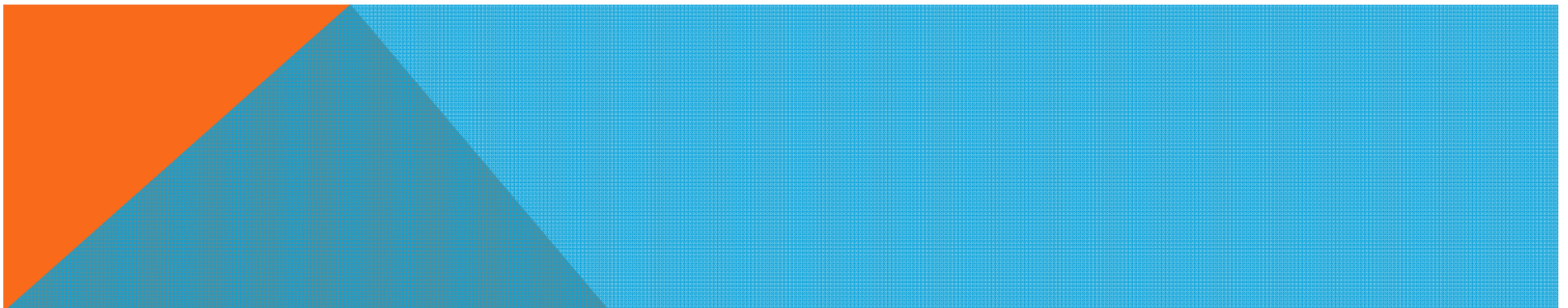
RESOURCES

Visit Full applications for 2011 Native American Alaska Native Children in School Program grantees.

http://www.ncela.gwu.edu/content/35_naancspgrantees

Education Department General Administrative Regulations (EDGAR)

<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>



PROGRAM CONTACT

Trini Torres Carrion

Trinidad.torres-carrion@ed.gov

U.S. Department of Education, OELA

Telephone:(202) 401-1445

Or

Sharon Coleman

Sharon.Coleman@ed.gov

U.S. Department of Education, OELA

Telephone:(202) 401-1452



Questions



NCELA

National Clearinghouse for
English Language Acquisition and
Language Instruction Educational Programs

Thank you for participating in today's webinar on "**Pre-application Technical Assistance for Potential Applicants: FY 2013 Native American and Alaska Native Children in School Program Competition**" presented by Cynthia Ryan, Trini Torres Carrion, and Rebecca Richey, and hosted by the National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University.

- For more information or if you have additional questions contact:
Trini Torres Carrion at Trinidad.Torres-Carrion@ed.gov
- If you have additional questions regarding the webinar contact askncela@gwu.edu.

This webinar will be archived on NCELA's website. To view archived webinars, please visit <http://www.ncela.gwu.edu/webinars/>