Native American and Alaska Native Children in School  
CFDA# 84.365C  
Discretionary/Competitive Grants  
Also known As: Native American Program

**Legislation:**  Elementary and Secondary Education Act of 1965, as amended, Title III, Part A, Subpart 1, Sec. 3112, 20 U.S.C. 6822.

**Regulations:** EDGAR; 34 CFR 74, 75, 77, 79, 80, 81, 82, 85, 86, 97, 98, and 99.

**Appropriations**  
**Fiscal Year:** $5,000,000.

**Closing Date:** March 21, 2011.

**Funding Opportunity FY 2011**

**Estimated Range of Awards:** $175,000-$200,000.  
**Estimated Range of Awards for institutions of higher education (IHEs) applying in consortia with a Secondary School:** $200,000-$300,000.  
**Estimated Average Size of Awards:** $237,000.  
**Estimated Number of Awards:** 21.  
**Project Period:** Up to 60 months.

**Eligibility Information**

**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 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 elementary schools or secondary schools operated under a contract with or a grant from the BIE or a tribal or community organization.

**Note:** Any eligible entity that receives Federal financial assistance under this program is not eligible to receive a subgrant under section 3114 of Title III of the ESEA, as amended by NCLB.

**Program Description**

This program provides grants to eligible entities that support language instruction education projects for limited English language learner students (ELs) from Native American, Alaska Native, native Hawaiian, and Pacific Islander backgrounds. The program is designed to ensure that ELs master English and meet the same rigorous standards for academic achievement that all children are expected to meet. Funds may support the study of Native American languages. Projects may include teacher training, curriculum development, and evaluation and assessment to support the core program of student instruction and parent-community participation. Student instruction may comprise preschool, elementary, secondary, and postsecondary levels or combinations of these levels.

**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 regularly 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 projects:
1. The percentage of English learner students served by the program who score proficient or above on the State reading assessment.

2. The percentage of ELs students 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 students served by the program who are attaining proficiency in English as measured by the State approved English language proficiency assessment.

Grantees funded under this competition will be expected to collect and report to the Department data related to these measures in their Annual Performance Report and in their Final Performance Report. Applicants should discuss in the application narrative how they propose to collect these data.

Note: Applicants proposing to serve only postsecondary students are not required to address the GPRA measures.

Under this competition, we are inviting applicants to consider addressing the following competitive preference and invitational priorities.

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

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

Projects that Increase the number and proportion of high-need students who are academically prepared for and enroll in college or other postsecondary education and training.

**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 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: We award an additional 5 points to an application that meets Competitive Preference Priority 1, and, with respect to each of Competitive Preference Priority 2 and Competitive Preference Priority 3, an additional 3 points, depending on how well the application meets the priority (i.e., an applicant could attain up to 6 additional points if it meets both Competitive Preference Priority 2 and Competitive Preference Priority 3).

Note: We will add competitive preference priority points for Priorities 2 and 3 only to applications with a score of 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 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 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.

Note: we do not give an application that meets these invitational priorities a competitive or absolute preference over other applications.
**Special features** found in previous funded projects may include heritage language and culture-based curricula, indigenous language standards, indigenous language immersion camps, research-based literacy model programs, dual language instruction, professional development leading toward Bilingual/ESL teacher certification, TESOL endorsements, parent education college programs, technology, indigenous language materials development, and up-graded school curricula in alignment with the state standards. Projects include Native American Language and Culture Certification, youth programs intended to reduce the dropout rate and College remediation programs in math, reading, language arts, and science.

**Native languages** to be targeted in these projects may include *Arapaho, Apache, Athabascan dialect, Cherokee, CTUIR native languages, Keres, Lakota, Navajo, Northern Cheyenne, Salish, Sandia, Tiwa, Twel-Shoot-Seed, and Yupik.*

**Program Contact:**

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http://www07.grants.gov/search/search.do;jsessionid=tXQ6N29GzHYFPgyhM0Kv1j7Q243PkdC3f23jQtTLl5Pkp18jDg36l-888343268?oppId=65415&mode=VIEW

http://www.ncela.gwu.edu/grants/nam/

http://www2.ed.gov/policy/gen/leg/foia/oela_readingroom.html