U.S. Department of Education
Office of Elementary and Secondary Education
Office of Indian Education
Washington, D.C. 20202-6335
Fiscal Year 2017

Application for New Grants Under the Native American Language (NAL@ED) Program

CFDA 84.415B

Dated Material - Open Immediately
Closing Date: June 19, 2017

Approved OMB Number: 1894-0001
Expiration Date: 04/30/2020

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If you have comments or concerns regarding the status of your individual submission of this form, write directly to: John Cheek, Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue, S.W., 3W207, Washington D.C. 20202-6335.

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Dear Colleague:

Thank you for your interest in the NAL@ED Program, administered by the Office of Elementary and Secondary Education of the U.S. Department of Education (Department). The purposes of the NAL@ED program are to support schools that use Native American and Alaska Native languages as the primary language of instruction; maintain, protect, and promote the rights and freedom of Native Americans and Alaska Natives to use, practice, maintain, and revitalize their languages, as envisioned in the Native American Languages Act of 1990 (25 U.S.C. 2901 et seq.); and support the Nation's First Peoples' efforts to maintain and revitalize their languages and cultures, and to improve educational opportunities and student outcomes within Native American and Alaska Native communities.

Please take the time to review the priorities, selection criteria, and all of the application instructions thoroughly. An application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program (EDGAR §75.216 (b) and (c)).

In the FY 2017 competition, the NAL@ED program has two absolute priorities, two competitive preference priorities and one invitational priority. For additional information about the absolute priorities and competitive preference priorities, review the information provided in this document.

For this competition it is **mandatory** for applicants to use the government-wide website, Grants.gov (http://www.grants.gov), to apply. Please note that the Grants.gov site works differently than the U.S. Department of Education's e-Application System. We strongly encourage you to familiarize yourself with Grants.gov and strongly recommend that you register *and* submit early.

Also be aware that applications submitted to Grants.gov for the Department of Education will be posted using Adobe forms. Therefore, applicants will need to download a compatible version of Adobe reader. Please review the **Submitting Applications with Adobe Reader Software** and **Education Submission Procedures and Tips for Applicants** forms found within this package for further information and guidance related to this requirement.

Using FY 2017 funds, the Department expects to award $1,100,000 for new grants under this competition. We will award discretionary grants on a competitive basis for a project period of up to 36 months. Grants are expected to be awarded by September 30, 2017.

Please visit our program website at http://www2.ed.gov/about/offices/list/oese/oie/index.html for further information. If you have any questions about the program after reviewing the application package, please contact John Cheek at john.cheek@ed.gov.

Sincerely,
Bernard Garcia
Acting Director
Office of Indian Education

Program Background Information

Native American Language (NAL@ED) Program

CFDA Number: 84. 415B

Program Type: Discretionary/Competitive Grants

Program Statute: Authorized under Section 6133 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Education Act, 20 U.S.C. 7453.

Anticipated Appropriations: FY 2017 - $2,000,000

Estimated range of awards: $125,000-$500,000 per year, for each year of the grant.

Estimated average size of awards: $300,000

Note: The Department is not bound by any estimates in this notice.

Anticipated Number of Awards: 4-8

Project Period: Up to 36 months.

Eligible Applicants: The following entities, either alone or in a consortium, are eligible applicants under this program:

- Indian tribes.
- A Tribal College or University (TCU).
- A Tribal educational agency.
- A local education agency, including a public charter school that is a local educational agency under State law.
- A school operated by the Bureau of Indian Education (BIE).
- An Alaska Native Regional Corporation (as described in section 3(g) of the Alaska Native Claims Settlement Act (43 U.S.C. 1602 (g))).
- A private, tribal, or Alaska Native nonprofit organization.
- A nontribal for-profit organization.

Program Purpose: The purposes of the NAL@ED program are to support schools that use Native American and Alaska Native languages as the primary language of instruction; maintain, protect, and promote the rights and freedom of Native Americans and Alaska Natives to use, practice, maintain, and revitalize their languages, as envisioned in the Native American Languages Act of 1990 (25 U.S.C. 2901 et seq.); and support the Nation's First Peoples' efforts to maintain and revitalize their languages and cultures, and to improve educational opportunities and student outcomes within Native American and Alaska Native communities.

Program Design: Grantees have flexibility in designing projects that support Native American or Alaska Native language education and development and provide professional development for teachers and, as appropriate, staff and administrators, to strengthen the overall language and academic goals of the school(s) that will be served by the grant program. Projects funded under this program may be used for professional development of teachers, curriculum development, and evaluation and assessment to support Native or Alaska Native language education, as well as instruction in the Native language. Student instruction may comprise elementary or secondary levels or both.

Official Documents Notice: The official document governing this competition is the Notice Inviting Applications (NIA) published in the Federal Register on May 4, 2017. (See Legal and Regulatory Documents of this application package). The NIA is also available electronically at the following Web sites: www.FederalRegister.gov and www.gpo.gov.

Program Contact: Please contact John Cheek by email at john.cheek@ed.gov after reviewing the application package if you have any questions about the program.

Application Due Date: Applications must be submitted on or before June 19, 2017. Please note that the Department of Education (Department) grant application deadlines are 4:30:00 P.M. Washington, D.C. time.

Late applications: Late applications will not be accepted. *We strongly suggest that you submit your application several days before the deadline.* The Department is required to enforce the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date and time.

Application Submission: Applications **must** be submitted electronically using the Government-wide Grants.gov Apply site at www.Grants.gov. See "Application Submission Procedures" for information on how to submit applications electronically.

Project Director Time Commitment: Applicants are requested to provide the percentage of the Project Director's time that will be dedicated to the grant project if funded. For example, if the Project Director works 40 hours per week and spends 20 hours per week working on grant activities, then the time commitment for the Project Director would be 50 percent. We suggest that applicants include this information in the budget narrative or add this information to the Project Director line on the Department of Education Supplement to the Standard Form 424.

E-Mail Addresses: As part of our review of your application, we may need to contact you with questions for clarification. Please be sure your application contains valid e-mail addresses for the project director and authorized representative or another party designated to answer questions in the event the project director and authorized representative are unavailable.

Application Requirements: To be considered for an award under this competition, each eligible applicant must provide a detailed project narrative and budget narrative.

Along with the application narrative, an applicant must submit its:

- Applicant Information for NAL@ED program attachment

When applicable, the applicant also must submit:

- Documentation of Indian organization
- Signed consortium agreement
- Tribal certification attachment
- Competitive Preference Priority 1 attachment
- Copy of the indirect cost rate agreement
- Administrative cost limit waiver request

ISDEAA Hiring Preference Requirements: Grants that serve primarily members of federally-recognized tribes are subject to the provisions of section 7(b) of the Indian Self-Determination and Education Assistance Act (ISDEAA) (Pub. L. 93-638). That section requires that, to the greatest extent feasible, a grantee give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and give to Indian organizations and to Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in the award of contracts in connection with the administration of the grant.

Competition Priorities

Priorities: This competition contains two absolute priorities, two competitive preference priorities, and one invitational priority, in accordance with section 437 (d) (1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232 (d) (1).

Absolute Priorities: For FY 2017 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3) we consider only applications that meet one of these priorities. Under this competition, each absolute priority constitutes its own funding category. The Secretary intends to award grants under each absolute priority for which applications of sufficient quality are submitted. Applicants must choose one of the two absolute priorities, and must clearly identify the specific absolute priority that the proposed project addresses.

Absolute Priority 1: Projects that will take place in one or more schools of a State-funded local educational agency (LEA), including a public charter school that is an LEA under State law, and that will support Native American or Alaska Native language education and development, as well as provide professional development for teachers and, as appropriate, staff and administrators, to strengthen the overall language and academic goals of the school that will be served by the project.

Absolute Priority 2: Projects that will take place in one or more schools funded by the BIE, an Indian tribe, TCU, an Alaska Native Regional Corporation (as described in section 3(g) of the Alaska Native Claims Settlement Act (43 U.S.C.1602(g)), or a private, tribal, or Alaska Native nonprofit organization, and that will support Native American or Alaska Native language education and development, as well as provide professional development for teachers and, as appropriate, staff and administrators, to strengthen the overall language and academic goals of the school(s) that will be served by the project.

Competitive Preference Priorities: For FY 2017 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c) (2) (i) we award five points to an application that meets either of the priorities and 10 points to an application that meets both of these priorities.

Competitive Preference Priority 1 (0 or 5 points): We will award five points to an application for a project in which either the lead applicant or a partner receives, or is eligible to receive, a formula grant under title VI of the ESEA, and commits to use all or part of that formula grant to help sustain this project after conclusion of the grant period. To meet this priority, a project must include an assurance that indicates the fiscal year in which the entity will begin using title VI formula grant funds to help support this project; what percentage of the title VI grant will be used for this; and that parent committee input and approval of this action has been or will be obtained, as necessary.

Competitive Preference Priority 2 (0 or 5 points): We will award five points to an application submitted by an Indian tribe, Indian organization, or TCU that is eligible to participate in the NAL@ED program. A consortium application of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129 and includes an Indian tribe, Indian organization, or TCU will also be considered eligible to receive preference under this priority. In order to be considered a consortium application, the application must include the consortium agreement, signed by all parties.

Invitational Priority: For FY 2017 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority in an invitation priority. Under 34 CFR 75.105(c)(1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications. This priority is for projects that include a measure of student well-being, which may include mental health, as one of the project-specific objectives.

Definitions

The following definitions apply to this competition. For the purposes of this competition, we establish the definitions for "elementary school," "Indian organization," "performance target," "secondary school," and "tribe," in accordance with section 437(d)(1) of GEPA, 20 U.S.C. 1232(d)(1). The definitions of "Native American" and "Native American language" are from sections 6151(3) and section 8101(34) of the ESEA, as amended by the ESSA (20 U.S.C. 7491(3) and 7801(34)), and section 103 of the Native American Languages Act (25 U.S.C. 2902). The definition of "tribal college or university" is from section 6133 of the ESEA, as amended by the ESSA (20 U.S.C. 7453) and section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c). All other definitions are from 34 CFR 77.1.

Ambitious means promoting continued, meaningful improvement for program participants or for individuals or entities affected by the grant, or representing a significant advancement in the field of education research, practices, or methodologies. When used to describe a performance target, whether a performance target is ambitious depends upon the context of the relevant performance measure and the baseline for that measure.

Baseline means the starting point from which performance is measured and targets are set.

Elementary school means, for State-funded public schools, a day or residential school that provides elementary education, as determined under State law. The term means, for tribally controlled schools, a day or residential school that provides elementary education as determined under tribal law. The definition of "elementary school" may include pre-kindergarten if included in the State or tribal definition of elementary education.

Indian organization means an organization that--

(1) Is legally established--

(i) By tribal or inter-tribal charter or in accordance with State or tribal law; and

(ii) With appropriate constitution, by-laws, or articles of incorporation;

(2) Includes in its purposes the promotion of the education of Indians;

(3) Is controlled by a governing board, the majority of which is Indian;

(4) If located on an Indian reservation, operates with the sanction of or by charter from the governing body of that reservation;

(5) Is neither an organization or subdivision of, nor under the direct control of, any institution of higher education; and

(6) Is not an agency of State or local government.

Native American means "Indian" as defined in section 6151 of the ESEA, which includes Alaska Natives and members of federally recognized or State-recognized tribes; Native Hawaiian; and Native American Pacific Islander.

Native American language means the historical, traditional languages spoken by Native Americans.

Performance measure means any quantitative indicator, statistic, or metric used to gauge program or project performance.

Performance target means the goal for the number and percentage of participants to meet each performance measure each period of the project and as a result of a project. The performance targets should increase for each project period with the goal that students progress toward high-level fluency in the Native language

Secondary school means a day or residential school that provides secondary education as determined under State or tribal law.

Tribal college or university means an institution that—

(1) Qualifies for funding under the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801 et seq.) or the Navajo Community College Act (25 U.S.C. 640a note); or

(2) Is cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note).

Tribe means either a federally recognized tribe or a State-recognized tribe.

Frequently Asked Questions

Eligibility and General Application Questions

1. **Can a private, not- for -profit school, apply for the grant?**

Yes, a private, not-for-profit school can apply for the grant.

2. **If awarded a grant, may a grantee count on receiving funding for the full period of three years?**

The actual level of program funding, if any, depends on final Congressional action each fiscal year and whether substantial progress has been made toward meeting the project objectives and program performance measures.

3. **Can an entity submit more than one application?**

Yes, an entity is allowed to submit multiple applications, as long as each application is for a different project. Each application will be reviewed and scored for quality. The proposed projects should not refer to services or activities that would be provided by a project described in another application.

4. **What issues might prevent applications from being considered for funding?**

The following examples are problems with grant applications that prevent an application from being considered for funding: exceeding 36 months budget; budget exceeding maximum amount; project narrative not included in application; incorrectly formatted documents; paper submission submitted without prior approval; documents that are password-protected; and late submission.

5. **Can a school district with Title VI formula grant funds be a recipient of the NAL@ED program as well?**

Yes, a Title VI grantee can also be a recipient of the NAL@ED program grant. In fact, applicants can be awarded five points if a project includes an assurance that after the project ends, the applicant will use all or part of the Title VI grant to sustain the goal of this project. The requirements to receive this competitive preference are identified in FAQ question # 17, as well as on the Competitive Preference Priority One attachment.

6. **Are there other Federal grant programs that provide funding for Native American language programs?**

Yes. At the Department of Education, the following grant programs also provide grant funding for Native American Language programs: the Native American and Alaska Native Children in School Program (NAM) program, under the Office of English Language Acquisition, can be used to support the teaching, learning and studying of Native American languages for English learners; and the Indian Education Formula Grants to LEAs supplement the regular school academic program through cultural enrichment, and allowable activities include Native American language instruction. At HHS, the Administration for Native American (ANA) funding provides opportunities to assess, plan, develop and implement projects to ensure the survival and continuing vitality of Native languages; the Esther Martinez Immersion is a Special Initiative under the Native Language Preservation and Maintenance grant competition.

7. If an eligible entity currently has a grant from ED under the Native American and Alaska Native Children in School Program (NAM) program, or an HHS grant, can it apply for this grant as well, to expand its existing language program?

An entity with a NAM grant, or any other similar federal grant, may apply for the NAL@ED program grant also. However, the grantee must comply with all of the program requirements of each grant, and must use the NAL@ED program funds for activities that are in addition to and not duplicative of the existing program. For example, if an entity currently receives a NAM grant for a project that provides Native American language instruction in grades K-2 to English learners (ELs), it could apply to the NAL@ED program to add more students to the existing program, e.g., students who are tribal members but are not ELs, or could expand the project into additional grades, but it could not use the NAL@ED program funds for the existing number of students in the same grades. The grantee would also need to account for the grant funds separately in order to fulfill the requirements for internal controls and reporting for each Federal program.

8. Will an applicant be at an advantage or disadvantage if it receives funding currently under another federal grant program for this purpose?

There is no priority for either an applicant that has no other funding source for Native American language programs, or an applicant with existing grants. However, note that the selection criterion "Adequacy of Resources" includes "the extent to which the applicant or a partner has experience in operating a Native language program," as well as "the potential for continued support of the project after Federal funding ends.

9. If a private nonprofit organization applies for and receives a grant, will it be subject to other Federal legal requirements, such as civil rights requirements, in addition to the NAL@ED program grant requirements?

Yes. Every applicant for any ED grant must sign an assurance that it will comply with the civil rights laws, specifically Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, as well as others. In addition, the government-wide Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200 apply to recipients of ED funds.

Priorities

10. What are the differences between the absolute priorities?

There are two absolute priorities for the program. Absolute priority one is for projects that will take place in one or more schools of a State-funded local education agency, including a public charter school that is a local educational agency under State law, and absolute priority two is for projects that will take place in one or more schools funded by other entities, i.e., the Bureau of Indian Education, an Indian tribe, a Tribal College or University (as defined in section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c), an Alaska Native Regional Corporation (as described in section 3(g) of the Alaska Native Claims Settlement Act (43 U.S.C.1602(g))) or a private, tribal, or Alaska Native nonprofit organization. Applicants must meet absolute priority one, absolute priority two, or both. Thus, assuming there are sufficient quality applications under both priorities, the Department will fund one or more grants from each category.

11. What is competitive preference priority one (sustainability and implementation through Title VI funds)?

Five points are awarded to an application for a project in which either the lead applicant or a partner receives or is eligible to receive a Title VI Formula grant, and will use that formula grant to help sustain the project after the conclusion of this grant period. To meet this priority, a project must include an assurance that it will use the Title VI grant to sustain the goal of this project. The assurance must indicate the fiscal year in which the entity will begin using the Title VI formula grant funds to help support this project; what percentage of the Title VI grant will be used for this; and that parent committee input and approval will be obtained, as necessary, in order to change from the current use of funds to the Native language activities. The form for this assurance (titled "Competitive Preference Priority One attachment"), must be uploaded as an attachment in Part 6 of the application. Applicants should be aware of the formatting requirements of attachments. See Grants.gov Submission Procedures and Tips for Applicants in the application.

12. What is competitive preference priority two?

Five points are awarded to projects that are submitted by an Indian tribe, Indian organization, or TCU that is eligible to participate in the NAL@ED program or a consortium applicant that contains an Indian tribe, Indian organization or Indian TCU. The tribal entity does not need to be the lead applicant in order for the applicant to receive the priority points, as long as a tribal entity is part of the consortium.

13. When is a consortium agreement needed?

A consortium application of eligible entities would need to submit a consortium agreement that meets the requirements of 34 CFR 75.127 through 75.129. However, for this grant program, there is no requirement of a partnership in order to receive a grant; a solo applicant may apply.

Part 6: Other Attachments

14. What additional document is required for all applicants?

All applicants must complete the document, Applicant Information for NAL@ED program. The document provides information on the Native language for instruction, information about the school where the project is taking place, participant information and program description. The document also contains program assurances to be signed by the authorized representative of the application. The document will be uploaded as an attachment in Part 6 of the application. See Part 6 Instructions. Applicants should be aware of the formatting requirements of attachments. See Grants.gov Submission Procedures and Tips for Applicants in this application.

15. Who signs the Applicant Information for NAL@ED program attachment?

The signer of the document should be the applicant for the project, not a school official unless the school is the applicant.

16. What are the program assurances on the Application Information for NAL@ED program attachment?

The applicant assures all of the following:

(a) the school in which the project will be located is engaged in meeting State or tribally designated long-term goals for students, as may be required by applicable Federal, State, or tribal law;

(b) the school provides assessments of students using the Native American or Alaska Native language of instruction, where possible;

(c) the qualifications of all instructional and leadership personnel at such school is sufficient to deliver high-quality education through the Native American or Alaska Native language used in the school; and

(d) the school will collect and report to the public data relative to student achievement and, if appropriate, rates of high school graduation, career readiness, and enrollment in postsecondary education or workforce development programs, of students who are enrolled in the school's programs.

These assurances are signed by the authorized representative of the applicant.

17. Does the first assurance on the Application Information for NAL@ED program attachment refer to the new long-term goals that States must establish under the ESSA amendments to the ESEA, and if so, how can I assure that, if my State has not yet established goals?

For projects that will take place in State-funded public schools, this assurance applies to any goals currently set by the State, and also to the long-term goals that States are required under Title I of the ESEA, as amended by the ESSA, to establish in their State plans that must be submitted to ED. We understand that States may not yet have set these Title I goals, and therefore we interpret this assurance as being in effect for any current as well as future goals to which the school will be held accountable during the period of the grant. Similarly, tribal school applicants will assure that they will strive to meet any long-term goals that apply to them now or in the future during the grant period.

18. In the second assurance on the Application Information for NAL@ED program attachment, does this mean that the school currently provides assessments in the Native American language, or will do so after receiving a grant?

This assurance relates to both the current situation and the plan for after a NAL@ED grant is received. Note that the assurance includes the phrase "where possible"; we understand that a school may not have the resources to be currently providing content assessments (e.g., in math, reading/language arts, science) in the Native American language, and the applicant may plan to do so using the NAL@ED grant funds.

19. In the third assurance on the Application Information for NAL@ED program attachment, does this mean that teachers must be certified to teach the Native American language?

This depends on applicable State, local, or tribal law. Applicants should work with appropriate officials to ascertain what qualifications are needed for the teaching and leadership positions planned in the proposed project.

20. Under what circumstances does an applicant need to include the Tribal Certification?
If an applicant is an LEA (including a public charter school that is an LEA), a school operated by the Bureau of Indian Education, or a nontribal for-profit or nonprofit organization, it must submit the Tribal Certification Attachment in Part 6 of the application. Applicants should be aware of the formatting requirements of attachments. See the section: Grants.gov Submission Procedures and Tips for Applicants in the application.

21. Which type of entity must sign the Tribal Certification?
The Tribal Certification Attachment must be signed by either an Indian tribe or tribal organization, a Tribal College or University (as defined in section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c)), an Alaska Native Regional Corporation or an Alaska Native nonprofit organization, or a Native Hawaiian organization. The certification must be from the relevant entity on whose land the school or program is located, or that is an entity served by the school, or whose members (as defined by that entity) are served by the school.

22. What does the tribal entity certify?
The entity signing the certification is assuring that the school or applicant organization has the capacity to provide education primarily through a Native American or an Alaska Native language; and there are sufficient speakers of the target language at the school or available to be hired by the school or applicant organization.

23. Who must upload an Indirect Cost Rate Agreement?
If the budget includes indirect costs, the applicant must attach a copy of its current Indirect Cost Rate (ICR) Agreement in Part 6: Other Attachments. See **Important Information Regarding Indirect Costs** in Part 5.

24. What type of documentation is needed for an applicant that is an Indian Organization?
A lead applicant that is an Indian organization must provide adequate documentation to demonstrate that the organization meets each element of the definition of Indian organization (see the Definitions section of this application). Such applicants must include a list of current board members demonstrating that a majority are Indian. Acceptable documentation to demonstrate that the organization meets all elements of the definition might also include the charter, bylaws, articles of incorporation, and mission statement.

Scope of NAL@ED Program Projects

25. How much of the project should focus on instruction and how much should focus on professional development?
Projects are required to include both Native American or Alaska Native language education and development, as well as provide professional development for teachers and, as appropriate, staff and administrators, to strengthen the overall language proficiency and academic goals of the school. The proportion of funds devoted for each activity is dependent on the particular project design.

26. Must all projects be based on an immersion model of Native language instruction?
No. Applicants have flexibility in choosing the model of instruction they believe will best suit the needs of the students and the participating school. Some applicants may wish to use a dual language model that includes some instruction in English, and some in the Native language. Factors to consider when choosing a model include the number or percentage of English learners in the school, and the number and percentage of students who are fluent speakers of the Native language. Note that under the selection criterion Quality of Project Services, applicants receive up to 3 points for the extent to which the percentage of the school day that instruction will be provided in the Native language is ambitious and is reasonable for the grade level and population served.

27. Can applications focus on developing content assessments in the Native language?
Yes, applicants can plan to use funds to develop assessments in the Native language (e.g. a math, science, or reading/language arts assessment). However, note that the program requires instruction in or through the Native language, and professional development, as well. All proposed uses of funds should be detailed in the budget in Part 5: Budget Narrative.

28. Must projects serve an entire school, or is it permissible to focus on only one grade?
Applicants have flexibility in the scope of their projects. Projects could serve an entire school; could add to an existing Native language program, e.g., one that serves grades K-2 currently, and could add grade 3; or could establish a new Native language program where one has never existed, and could focus on one or more grades. In any model chosen, however, the project must adhere to the NAL@ED program requirements as stated in the assurances in the Applicant Information for NAL@ED program attachment (Part 6).

29. Are projects required to have pre- and post-assessments of Native language proficiency?
Yes, applicants must assess the Native language proficiency of the students who participate in the project with pre- and post- assessments. These pre- and post- assessments are needed for one of the GPRA indicators for this program. On the Applicant Information for NAL@ED program attachment, applicants will indicate if the assessment is available or if project funds will be used to create assessments. In addition, under the selection criterion Quality of the Project Evaluation, applicants earn up to 8 points for the extent to which each proposed performance target is ambitious yet achievable compared to the baseline for each performance measure. See information below under Annual Performance Reporting FAQs.

30. What types of assessments can be used for the pre- and post-assessments of language proficiency?
The pre- and post- assessment of the participating students' proficiency in the Native language can take the form of a written assessment, an oral language assessment, or other type of assessment. The assessment should measure the knowledge, skills, and/or abilities the applicant believes are important to measure language proficiency. If a program does not have pre- and post- assessments in place currently, the program should develop an appropriate language proficiency assessment instrument.

31. Do I have to include goals, objectives, and outcomes in my application?

Reviewers will score applicants on the extent to which any goals, objectives, and outcomes are clearly specified and measurable, in the selection criterion Quality of Project Design. Applicants that wish to receive full points should address this criterion by including in their project narrative information about those goals, objectives, and outcomes. See also the FAQs below regarding targets and baseline data for the GPRA measures under the Annual Performance Reporting section.

32. Should projects plan for long-term data collection in their application?

Yes. The Department may offer NAL@ED program grantees the option of extending their NAL@ED-related data collection and evaluation activities beyond the 36-month project period, and could choose to provide additional funding, for the purposes of data collection, analysis, and reporting, subject to sufficient Congressional appropriations. This would enable grantees to conduct long-term tracking of the students in the project in order to provide better evidence of success of the program. The Department has discretion in deciding which, if any, NAL@ED projects will receive additional time and funding for the purposes of data collection, analysis, and reporting. Preparing for this ensures that your research project will collect the highest quality data. This long-term historical data will measure student academic progress over time (e.g. comparing the number of participants to all other students in the school or LEA in terms of attendance, graduation rate, proficiency against State academic standards, etc.), as well as other outcomes, and will provide evidence of the success of the program. Although this flexibility is not guaranteed and is contingent on available funding in subsequent fiscal years, we encourage all applicants to plan for this possibility.

33. How should I address long-term data collection in my application?

Applicants should address the long-term collection in the application narrative under the selection criteria Quality of Project Design and Quality of Project Evaluation. The applicant should include a plan for long –term data collection as well as provide its plan to collect valid and meaningful performance data during the project period. In addition, applicants should include in their budgets any costs associated with planning for a long-term data collection. For more information, see Part 5: Budget Narrative, "Budgeting for Data Collection."

34. Can our project serve non-Native American students along with Native American students?

Yes, although the focus of the project (e.g. a majority of students served) should be American Indian/Alaska Native students, in keeping with the overall goals of the program.

35. Must the teachers in the project be Native American themselves?

There is a statutory hiring preference for members of Federally-recognized tribes; see **ISDEAA Hiring Preference Requirements,** in Program Background Information above.

36. Under selection criteria: quality of project personnel, who should be listed?

In determining project personnel, all personnel carrying out the proposed project including contractors and subcontractors should be listed under the "key personnel" in the sub-criterion.

Program Costs

37. What costs are permitted under these grants?

Applicants are responsible for ensuring that the costs stipulated in their proposed budget are reasonable and necessary for addressing the proposed project effectively. The application must adequately describe the rationale for the proposed activities and their costs. In other words, an activity and its cost might be reasonable, allowable, and allocable in one project, but not necessarily in another. Applicants should review carefully the cost principles, particularly the guidance concerning "reasonable," "allocable," and "necessary" costs. The uniform administrative requirements and cost principles are published in 2 CFR part 200, which is available on the U.S. Government Printing Office website at http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl.

38. Under what circumstances could NAL@ED program grant funds be used to support a preschool Native language program?

NAL@ED program funds may be used to support preschool education in schools that also provide elementary or secondary education beyond preschool. However, for all proposed projects, grant funds must be used for at least one or more grades higher than preschool in addition to the preschool level. (e.g., a project serving ages 4-8).

39. Can NAL@ED program grant funds be used to support programs in higher education, e.g., training Native language teachers?

No. The statute limits the use of these funds to elementary and secondary schools. However, an institution of higher education can be a partner in a project; for example, a TCU or other IHE could provide professional development to teachers and administrators in the elementary or secondary school.

40. My Indirect Cost Rate Agreement is scheduled to expire shortly after my award is made. What should we do?

Applicants that include indirect costs in their budget need to be aware of when their Indirect Cost Rate Agreement is due to expire. If the current rate expires prior to the start of the first grant year, or shortly thereafter, ED is required to attach special conditions to the grant, under which the grantee has the option of not charging indirect costs, or using a temporary ED rate until the grantee obtains a new rate from its cognizant agency. See **Important Information Regarding Indirect Costs** in Part 5.

41. Is there a cost sharing or matching requirement?

This program does not require cost sharing or matching.

42. What are some examples of reasonable planning costs for data collection and long-term data collection?

In planning for data collections, some reasonable planning costs could include the development of pre- and post- assessment of Native language proficiency (or purchase of an existing assessment), costs of administering the assessments each year, and professional development relating to these assessments. In addition, for long-term data collections, costs could include data analysis, developing a contract for longitudinal collection of student data, or purchasing of data-tracking software.

Annual Performance Reporting

43. What are the reporting requirements for NAL@ED program grantees?

All NAL@ED program grantees must submit an annual performance report (APR) that provides the most current performance and financial expenditure information. The APR must include information on performance outcomes related to the GPRA as well as project-specific performance measures. The Department will consider this data in making annual continuation awards. At the end of the project period, grantees must submit a final performance report, including financial information, goal attainment, and program evaluation.

44. What is GPRA?

Under the Government Performance and 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.

45. What are the GPRA measures for the FY2017 NAL@ED program Competition?

The Department has developed the following GPRA performance measures for evaluating the overall effectiveness of the NAL@ED program:

- **Measure 1: The number and percentage of participating students who attain proficiency in a Native language as determined by each grantee through pre-and post-assessments of Native language proficiency.**
- **Measure 2: The number and percentage of participating students who make progress in learning a Native language, as determined by each grantee, through pre- and post-assessments of Native language proficiency.**
- **Measure 3: The number and percentage of participating students who show an improvement in academic outcomes, as measured by academic assessments or other indicators.**
- **Measure 4: The difference between the average daily attendance of participating students and the average daily attendance of all students in the comparison group (e.g. school, LEA, tribe or other).**

46. Are we required to submit performance targets and baseline data for each GPRA measure?

Yes. Applicants should include the performance targets and baseline data in their project narrative. Note that two of the selection criteria provide points based on this information. In the selection criterion Quality of the Project Evaluation, applicants earn up to 8 points for the extent to which each proposed performance target (as defined in this notice) is ambitious (as defined in this notice) yet achievable compared to the baseline for each performance measure. In addition, in the selection criterion Quality of the Project Design, points are given for the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. Applicants may establish project-specific goals, objectives, and outcomes in addition to the specific GPRA measures, but the outcomes addressed in this portion of the project narrative should include the GPRA measures.

47. How does an applicant set performance targets for the GPRA measures?

The performance targets should be both annual, and there should be an overall target for the grant period (3 years). Targets may be expressed as percentages of all participating students. For example, for Measure 1 (progress in learning the Native language) an applicant might establish a performance target of 90% of participating students making annual progress towards proficiency in the language, with progress defined as a certain number of points of improvement on the Native language proficiency assessment, which will be administered at the start of the project year and again at the end of the year. The overall grant target for the end of three years might be 95% of students who made progress. For Measure 2, the applicant might establish a performance target that increases each year. If the applicant has already ascertained that there are currently no fluent speakers amongst the student body at the school, the baseline data for Measure 2 would be 0% at the start of the project. Since very few students would be expected to reach proficiency in the first year, the performance target for year 1 might be 2% of participating students gaining proficiency in the Native language; for the end of year 2 the target might be 10%, and for the end of year 3, 20%. These examples are illustrative only and are not grounded in research; applicants should use applicable research in setting their targets.

48. What if we don't have baseline data because we have not yet developed a pre- and post-assessment of Native language proficiency?

In that situation, the applicant should explain in the project narrative (Quality of Project Evaluation) why there is no established baseline and explain how and when, during the project period, the applicant will establish a baseline for that performance measure. For example, if the applicant does not yet have a pre-and post- assessment tool for proficiency in the Native language in order to gather baseline data for Measure 1 at the time of application, it could propose that it will develop or acquire a Native language proficiency assessment within 30 days of funding, and apply the pre-assessment to the students within 60 days of funding. The cost of that development or acquisition should be included in the budget unless other funding will be used.

Competition Application Review

49. How are applications selected for funding?

Peer reviewers will review all eligible applications for NAL@ED program grants that are submitted by the established deadline. Readers will review and score all eligible applications on the selection criteria set forth in this application.

50. Is an applicant's past performance a factor in the application review process?

Yes. The Department will take into consideration the potential applicant's past performance in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Department may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

51. How long does it take the Department of Education to complete the review process and when will funds be available?

Most review processes take about four to six months from the deadline date through the issuance of the signed Grant Award Notification. The list of grantees will be published at http://www2.ed.gov/about/offices/list/oese/oie/index.html. The Department plans to issue grants prior to September 31, 2017.

Grant Application Procedures

52. Why is it helpful for a potential applicant to submit a Notice of Intent to Apply?

A Notice of Intent to Apply from potential applicants informs the Department of the approximate number of applications the program may receive so that the grant review process can be more efficiently planned. We strongly encourage each potential applicant to notify us of the applicant's intent to submit an application by emailing OESE.NAL.ED2017@ed.gov with the **subject line: Intent to Apply** and include in the content of the email the following information: (1) the applicant organization's and address, and (2) absolute priority and/or any competitive preference priority the applicant is addressing in the application. Applicants that do not complete this form may still submit an application.

53. Where does a potential applicant locate resources, information, on the NAL@ED program and the application support?

Potential applicants may obtain an application package via the Internet or from the Education Publications Center (ED Pubs). To obtain a copy via the Internet, use the following address: www.ed.gov/fund/grant/apply/grantapps/index.html.

For guidance on ED's discretionary grant process and the laws and regulations that govern it, please refer to "Grant making at ED: Answers to Your Questions about the Discretionary Grants Process" at: http://www2.ed.gov/fund/grant/about/grantmaking/index.html

Application Submission

54. May applicants submit personnel resumes as an appendix to the application?

Applicants should address qualifications of personnel in the narrative response to the Quality of Personnel criterion. Applicants are requested not to submit resumes, but instead provide position descriptions for key personnel, including current staff, as well as those it expects to recruit. In addition applicants may want to describe relevant training and experience of key personnel who are current employees, which may include, for example, the project director, the project coordinator, and project evaluators.

55. Will there be a kick-off meeting after receipt of the award and any subsequent annual meetings that provide for one-on-one interaction with Department staff?

Yes, after the awards are made, grantees will attend a one and one-half day planning meeting in Washington, DC. The project director and one other relevant staff member, for a maximum of two staff members from the project, will attend.

56. Whom should I contact if I have any additional questions?

Please contact John Cheek by email at john.cheek@ed.gov.

Directions for Getting Started on the Application

Technical Assistance Workshop

The Department intends to hold a pre-application webinar designed to provide technical assistance to interested applicants. Information about webinar time and instructions for registering are on the Department Web site at http://www2.ed.gov/about/offices/list/oese/oie/index.html.

Tips for Preparing and Submitting an Application

Beginning the Application Process

- Read this application package in its entirety, including the NIA, and make sure you follow all of the instructions.
- Read the Frequently Asked Questions section in this application package.
- If you do not understand an instruction or requirement, contact John Cheek, U.S. Department of Education, Office of Indian Education, Room 3W221, Washington, D.C. 20202. Telephone: (202) 401-0274or by email: john.cheek@ed.gov for information about this grant competition.

Preparing Your Application

- Organize your narrative according to the selection criteria headings and respond comprehensively.
- Be thorough in your responses. Write so that someone who knows nothing about your community and the proposed activities, curricula, programs, and services can understand what you are proposing and why.
- Make sure your budget provides sufficient itemization and detailed descriptions about planned expenditures so Department staff can easily determine how amounts were calculated.
- Link your planned expenditures to the proposed activities, curricula, programs, and services. Do not request funds for miscellaneous purposes. Make sure you demonstrate that your proposed expenditures are necessary to carry out your program.

Submitting Your Application

- Use the checklist provided in this application package to ensure your application is complete before submitting it.
- Make sure all required forms are included and signed by an Authorized Representative of your organization.
- Transmit your application by the deadline date and time. When submitting your application electronically, you must use Grants.gov at: www.grants.gov. Unless you qualify for an exception in accordance with the instructions found in the NIA, you must submit your application electronically.

What Happens Next?

- When your application is submitted through Grants.gov, the PR/Award number will be generated automatically. Please refer to this PR/Award number if you need to contact us

about your application.

- Staff members screen each application to ensure that all program eligibility requirements are met and that all forms are included and signed by the Authorized Representative. Ineligible applicants will receive a notification letter, including the reasons for ineligibility.
- If eligible, your application will be assigned to a panel of independent reviewers who will evaluate and score your proposal according to the selection criteria in this package. Your application will receive a score from 0 to 100, depending upon how well it addresses the selection criteria.
- A Grant Award Notification will be sent to applicants whose proposals rank high enough to be awarded a grant. Both successful and unsuccessful applicants will receive peer reviewers' comments approximately 6 to 8 weeks after grant awards are announced. Unsuccessful applicants will also receive a notification letter. Please be sure your application contains a valid mailing address for both the Project Director and the Authorized Representative so that reviewers' comments can be successfully delivered.

Application Submission Procedures

The deadline for submission of NAL@ED program applications through Grants.gov is June 19, 2017.

Application Transmittal Instructions

Attention Electronic Applicants

This program **requires** the electronic submission of applications--specific requirements and instructions can be found in the Federal Register notice. Please note that you **must** follow the Application Procedures as described in the Federal Register notice announcing the grant competition.

We will reject your application if you submit it in paper format unless, as described in the Federal Register notice for this competition, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions.

Applications Submitted Electronically

Applications for grants under this program must be submitted electronically using the Government-wide Grants.gov Apply site at http://www.Grants.gov. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may **not** e-mail an electronic copy of a grant application to us.

Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system **no later than 4:30:00 p.m., Washington, DC time, on the application deadline date.** Except as otherwise noted in Federal Register notice for this competition, we will not consider your application if it is date and time stamped by the Grants.gov system later than 4:30:00 p.m., Washington, DC time, on the application deadline date.

You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in this application package to ensure that you submit your application in a timely manner to the Grants.gov system.

Please note the following:

- You must upload any narrative sections and all other attachments to your application as files in a read-only, non-modifiable Portable Document Format (PDF). Do not upload an interactive or fillable PDF file. If you upload a file type other than a read-only, non-modifiable PDF (e.g., Word, Excel, WordPerfect, etc.) or submit a password-protected file, we will not review that material.
- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission.
- When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters. The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.
- Your electronic application must comply with any page-limit requirements described in this application package.
- If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

According to the instructions found in the Federal Register notice, only those requesting and qualifying for an Exception to the electronic submission requirement may submit an application via mail, commercial carrier or by hand delivery.
Submission of Paper Applications by Mail:

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84. 415B)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark.
(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

Submission of Paper Applications by Hand Delivery

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number: 84. 415B)
550 12th Street, SW.
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications

If you mail or hand deliver your application to the Department--

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

Submitting Applications with Adobe Reader Software

The Department of Education, working with Grants.gov, is currently using Adobe Reader software exclusively and applications submitted to Grants.gov for the Department of Education will be posted using Adobe forms.

Please note: The compatible version of Adobe Reader is **required** for viewing, editing and submitting a complete grant application package for the Department of Education through

Grants.gov. Applicants should confirm the compatibility of their Adobe Reader version **before** downloading the application. To ensure applicants have a version of Adobe Reader on their computer that is compatible with Grants.gov, applicants are encouraged to use the test package provided by Grants.gov that can be accessed at.
http://www.grants.gov/documents/19/18249/Adobe+Versioning+Test+Application+Package.pdf/ .
Important issues to consider:

- If the applicant opened or edited the application package with any software other than the compatible version of Adobe Reader, the application package may contain errors that will be transferred to the new package even if you later download the compatible Adobe Reader version.
- Applicants **cannot** copy and paste data from a package initially opened or edited with an incompatible version of Adobe Reader and will need to download an **entirely new package** using the compatible version of Adobe Reader.
- Some applicants using an incompatible version of Adobe Reader **may have trouble** opening and viewing the application package while others may find they can open, view and complete the application package but **may not be able to submit** the application package through Grants.gov.
- Grants.gov **does not** guarantee to support versions of Adobe Reader that are not compatible with Grants.gov.
- Any and all edits made to the Adobe Reader application package **must** be made with the compatible version of Adobe Reader.

For your convenience, a compatible version of Adobe Reader is available for free download at http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html.

We strongly recommend that you review the information on computer and operating system compatibility with Adobe available at http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html **before** downloading, completing or submitting your application.

Applicants are reminded that they should submit their application a day or two in advance of the closing date as detailed in the Federal Register Notice. If you have any questions regarding this matter please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

Grants.gov Submission Procedures and Tips for Applicants

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

ATTENTION – Adobe Forms and PDF Files Required

Applications submitted to Grants.gov for the Department of Education will be posted using Adobe forms. Therefore, applicants will need to download a compatible version of Adobe reader. Information on computer and operating system compatibility with Adobe and links to download an appropriate version is available on Grants.gov at this link: http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html. We strongly recommend that you review these details on www.Grants.gov before completing and submitting your application. In addition, applicants should submit their application a day or two in advance

of the closing date as detailed below. Also, applicants are required to upload their attachments in .pdf format only. (See details below under "Attaching Files – Additional Tips.") If you have any questions regarding this matter please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

NEW: In addition to the Adobe form application package, Grants.gov now offers a new option called Workspace for application completion and submission. Workspace allows a team of registered Grants.gov applicants to use a shared online space for completing individual forms and submitting the final application. These forms can be filled out simultaneously by different users, instead of exchanging a single PDF package file via email or a flash drive as is used when completing the traditional Adobe application package. Please go to this Grants.gov link for more information and training, etc. on using Workspace: http://www.grants.gov/web/grants/applicants/workspace-overview.html

Grants.gov Submission Procedures and Tips for Applicants

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

Browser Support

The latest versions of Microsoft Internet Explorer (IE), Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues.

For additional information or updates, please see the Grants.gov Browser information in the Applicant FAQs: http://www.grants.gov/web/grants/applicants/applicant-faqs.html#browser

1) **REGISTER EARLY** – Grants.gov registration involves many steps including registration on SAM (www.sam.gov) which may take approximately one week to complete, but could take upwards of several weeks to complete, depending upon the completeness and accuracy of the data entered into the SAM database by an applicant. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. Please note that once your SAM registration is active, it will take 24-48 hours for the information to be available in Grants.gov, and before you can submit an application through Grants.gov. For detailed information on the Registration Steps, please go to: http://www.grants.gov/web/grants/register.html [Note: Your organization will need to update its SAM registration annually.]

   Primary information about SAM is available at www.sam.gov. However, to further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account the Department of Education has prepared a SAM.gov Tip Sheet which you can find at: http://www2.ed.gov/fund/grant/apply/sam-faqs.html

2) **SUBMIT EARLY – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.** The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 4:30:00 p.m. Washington, DC time on the deadline date.

   Note: To submit successfully, you must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This DUNS number is typically the same number used when your organization registered with the SAM. If you do not enter the same DUNS number on your application as the DUNS you registered with, Grants.gov will reject your application.

3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 4:30:00 p.m. Washington, DC time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once the Department of Education receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov's Track My Application link.

If the date/time received is later than 4:30:00 p.m. Washington, D.C. time, on the deadline date, your application is late. If your application has a status of "Received" it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: http://www.grants.gov/web/grants/applicants/encountering-error-messages.html. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at: http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: support@grants.gov, or access the Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions

for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m., Washington, DC time, unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

Helpful Hints When Working with Grants.gov

Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application. **You must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov.**

Please go to http://www.grants.gov/web/grants/about/contact-us.html for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this Grants.gov link: http://www.grants.gov/web/grants/applicants/applicant-faqs.html.

Dial-Up Internet Connections

When using a dial up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. **If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice for detailed instructions.)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application, especially the requirement that applicants **only include read-only, non-modifiable .PDF files** in their application:

1. Ensure that you attach ***.PDF files only*** for any attachments to your application, and they must be in a **read-only, non-modifiable format**. PDF files are the only Education approved file type accepted as detailed in the Federal Register application notice. Applicants must submit individual .PDF files only when attaching files to their application. Specifically, the Department will not accept any attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable .PDF file. Any attachments uploaded that are not .PDF files or are password protected files will not be read. If you need assistance converting your files to a .pdf format, please refer to the following Grants.gov webpage with links to conversion programs under the heading of additional resources: http://www.grants.gov/web/grants/support/technical-support/software/pdf-conversion-software.html

2. Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.

3. When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.

4. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.

Application Instructions

Electronic Application Format

Applications for grants under this competition must be submitted electronically, unless you qualify for an exception to the electronic submission requirement in accordance with the instructions in this application package.

In accordance with EDGAR §75.216 (b) and (c), an application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program.

It is recommended that your electronic application be organized in the following manner and include the following parts in order to expedite the review process. Instructions for all parts and forms of the application are found either on the following pages of the application package or individually for each form on Grants.gov.

*Important note***:** Applications submitted to Grants.gov for the Department of Education will be posted using Adobe forms. Therefore, applicants will need to download a compatible version of Adobe reader (see Grants.gov for compatible versions).

Information on computer and operating system compatibility with Adobe and links to download the latest version is available on Grants.gov. Also, please review the **Submitting Applications with Adobe Reader Software** and **Education Submission Procedures and Tips for Applicants** forms found within this package for further information and guidance related to this requirement.

We strongly recommend that you review these details on www.Grants.gov before completing and submitting your application. In addition, applicants should submit their application a day or two in advance of the closing date as detailed below. If you have any questions regarding this

matter please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

Instructions for all parts and forms of the application are found either on the following pages of the application package or individually for each form on Grants.gov.

Note: Please do not attach any narratives, supporting files, or application components to any forms unless it is specifically required by the instructions for the individual section of the application. Although several forms accept attachments, the Department of Education will only review materials/files attached in accordance with the instructions provided within this application package.

Electronic Application Submission Checklist

It is recommended that your electronic application be organized in the following manner and include the following parts in order to expedite the review process. Instructions for all parts and forms of the application are found either on the following pages of the application package or individually for each form on Grants.gov.

Review your electronic application to ensure you have completed the following forms and sections:

Part 1: Cover Sheet
- ❑ Application for Federal Assistance (form SF 424)
- ❑ ED Supplemental Information for SF 424

Part 2: Budget Information
- ❑ ED Budget Information Non-Construction Programs (ED Form 524)

Part 3: ED Abstract Form
- ❑ Project Abstract

Part 4: Project Narrative Attachment Form
- ❑ Application Narrative

Part 5: Budget Narrative Attachment Form
- ❑ Budget Narrative

Part 6: Other Attachments
- ❑ Applicant Information for NAL@ED program
- ❑ Proof of Indian Organization (if applicable)
- ❑ Signed Consortium Agreement (if applicable)
- ❑ Tribal Certification (if applicable)
- ❑ Request for Competitive Preference Priority One (if applicable)
- ❑ Indirect Cost Rate Agreement
- ❑ Administrative Cost Limit Waiver Request (if applicable)
- ❑ Bibliography or References (optional)

Part 7: Assurances and Certifications
- ❑ Assurances for Non-Construction Programs (SF 424B Form)
- ❑ Disclosure of Lobbying Activities (Standard Form LLL)
- ❑ Grants.gov Lobbying Form
- ❑ General Education Provisions Act (GEPA) Requirements – Section 427 (ED GEPA427 form)

Part 8: Intergovernmental Review (Executive Order 12372)
- ❑ State Single Point of Contact (SPOC) List

Part 1: Cover Sheet

- ❑ Application for Federal Assistance (Form SF 424)
- ❑ ED Supplemental Information for SF 424

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

When applying electronically via Grants.gov, you will need to ensure that the DUNS number you enter on your application is the same as the DUNS number your organization used when it registered with the Central Contractor Registry.

Applicants are advised to complete the Application for Federal Assistance (Form SF 424) **first**. Grants.gov will automatically insert the correct CFDA and program name automatically wherever needed on other forms.

NOTE: Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although this form accepts attachments, the Department of Education will only review materials/files attached in accordance with the instructions provided within this application.

Instructions for the SF-424

Public reporting burden for this collection of information is estimated to average 60 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0043), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

This is a standard form (including the continuation sheet) required for use as a cover sheet for submission of preapplications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the Federal agency (agency). Required items are identified with an asterisk on the form and are specified in the instructions below. In addition to the instructions provided below, applicants must consult agency instructions to determine specific requirements.

Item	Entry:	Item	Entry:
1.	**Type of Submission:** (Required): Select one type of submission in accordance with agency instructions. A. Preapplication **B.** Application **C.** Changed/Corrected Application – If requested by the agency, check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this to submit changes after the closing date.	10.	**Name Of Federal Agency**: (Required) Enter the Name of the Federal agency from which assistance is being requested with this application.
		11.	**Catalog Of Federal Domestic Assistance Number/Title:** Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.
2.	**Type of Application**: (Required) Select one type of application in accordance with agency instructions. • New – An application that is being submitted to an agency for the first time. • Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision - Any change in the Federal Government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration E. Other (specify)	12.	**Funding Opportunity Number/Title:** (Required) Enter the Funding Opportunity Number and title of the opportunity under which assistance is requested, as found in the program announcement.
		13.	**Competition Identification Number/Title:** Enter the Competition Identification Number and title of the competition under which assistance is requested, if applicable.
		14.	**Areas Affected By Project:** List the areas or entities using the categories (e.g., cities, counties, states, etc.) specified in agency instructions. Use the continuation sheet to enter additional areas, if needed.
3.	**Date Received:** Leave this field blank. This date will be assigned by the Federal agency.	15.	**Descriptive Title of Applicant's Project:** (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For preapplications, attach a summary description of the project.
4.	**Applicant Identifier**: Enter the entity identifier assigned by the Federal agency, if any, or applicant's control number, if applicable.		
5a	**Federal Entity Identifier**: Enter the number assigned to your organization by the Federal Agency, if any.	16.	**Congressional Districts Of**: (Required) 16a. Enter the applicant's Congressional District, and 16b. Enter all District(s) affected by the program or project. Enter in the format: 2 characters State Abbreviation – 3 characters District Number, e.g., CA-005 for California 5thth district, CA-012 for California 12th district, NC-103 for North Carolina's 103rd district. • If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. • If nationwide, i.e. all districts within all states are affected, enter US-all. • If the program/project is outside the US, enter 00-000.
5b.	**Federal Award Identifier**: For new applications leave blank. For a continuation or revision to an existing award, enter the previously assigned Federal award identifier number. If a changed/corrected application, enter the Federal Identifier in accordance with agency instructions.		
6.	**Date Received by State:** Leave this field blank. This date will be assigned by the State, if applicable.		
7.	**State Application Identifier:** Leave this field blank. This identifier will be assigned by the State, if applicable.		
8.	**Applicant Information**: Enter the following in accordance with agency instructions: **a. Legal Name**: (Required): Enter the legal name of applicant that will undertake the assistance activity. This is the name that the organization has registered with the Central Contractor Registry. Information on registering with CCR may be obtained by visiting the Grants.gov website.	17.	**Proposed Project Start and End Dates**: (Required) Enter the proposed start date and end date of the project.
	b. Employer/Taxpayer Number (EIN/TIN): (Required): Enter the Employer		

<table>
<tr><td></td><td>or Taxpayer Identification Number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.

c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting the Grants.gov website.

d. Address: Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required, if country is US), Province, Country (Required), Zip/Postal Code (Required, if country is US).

e. Organizational Unit: Enter the name of the primary organizational unit (and department or division, if applicable) that will undertake the assistance activity, if applicable.

f. Name and contact information of person to be contacted on matters involving this application: Enter the name (First and last name required), organizational affiliation (if affiliated with an organization other than the applicant organization), telephone number (Required), fax number, and email address (Required) of the person to contact on matters related to this application.</td><td>18.</td><td>Estimated Funding: (Required) Enter the amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.

19. Is Application Subject to Review by State Under Executive Order 12372 Process? Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State

20. Is the Applicant Delinquent on any Federal Debt? (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.

If yes, include an explanation on the continuation sheet.</td></tr>
<tr><td>9.</td><td>Type of Applicant: (Required)
Select up to three applicant type(s) in accordance with agency instructions.

• State Government
• County Government
• City or Township Government
• Special District Government
• Regional Organization
• U.S. Territory or Possession
• Independent School District
• Public/State Controlled Institution of Higher Education
• Indian/Native American Tribal Government (Federally Recognized)
• Indian/Native American Tribal Government (Other than Federally Recognized)
• Indian/Native American Tribally Designated Organization
• Public/Indian Housing Authority

• Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)
• Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)
• Private Institution of Higher Education
• Individual
• For-Profit Organization (Other than Small Business)
• Small Business
• Hispanic-serving Institution
• Historically Black Colleges and Universities (HBCUs)
• Tribally Controlled Colleges and Universities (TCCUs)
• Alaska Native and Native Hawaiian Serving Institutions
• Non-domestic (non-US) Entity
• Other (specify)</td><td>21.</td><td>Authorized Representative: (Required) To be signed and dated by the authorized representative of the applicant organization. Enter the name (First and last name required) title (Required), telephone number (Required), fax number, and email address (Required) of the person authorized to sign for the applicant.
A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain Federal agencies may require that this authorization be submitted as part of the application.)</td></tr>
</table>

[**U.S Department of Education note**: As of spring, 2010, the FON discussed in Block 12 of the instructions can be found via the following URL: http://www.grants.gov/applicants/find_grant_opportunities.jsp.]

Instructions for U.S. Department of Education
Supplemental Information for the SF-424

1. Project Director. Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application. Items marked with an asterisk (*) are mandatory.

2. Novice Applicant. Check "Yes" if you meet the definition for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled "Definitions for U.S. Department of Education Supplemental Information for the SF-424"). By checking "Yes" the applicant certifies that it meets these novice applicant requirements. Check "No" if you do not meet the definition for novice applicants**.**

This novice applicant information will be used by ED to: 1) determine the amount and type of technical assistance that a novice might need, if funded, and 2) determine novice applicant eligibility in discretionary grant competitions that give special consideration to novice applications. Certain ED discretionary grant programs give special consideration to novice applications, either by establishing a special competition for novice applicants or by giving competitive preference to novice applicants under the procedures in 34 CFR 75.105(c)(2). If special consideration is being given to novice applications under a particular discretionary grant competition, the application notice for the competition published in the Federal Register will specify this information

3. Human Subjects Research. (See I. A. "Definitions" in attached page entitled "Definitions for U.S. Department of Education Supplemental Information for the SF-424.")

3a. If Not Human Subjects Research. Check "**No**" if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

3a. If Human Subjects Research. Check "**Yes**" if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check "**Yes**" even if the research is exempt from the regulations for the protection of human subjects. (See I. B. "Exemptions" in attached page entitled "Definitions for U.S. Department of Education Supplemental Information for SF-424.")

3b. If Human Subjects Research is Exempt from the Human Subjects Regulations. Check "**Yes**" if all the research activities proposed are designated to be exempt from the regulations. Check the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. "Exemptions." In addition, follow the instructions in II. A. "Exempt Research Narrative" in the attached page entitled "Definitions for U.S. Department of Education Supplemental Information for the SF-424."

3b. If Human Subjects Research is Not Exempt from Human Subjects Regulations. Check "**No**" if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. "Nonexempt Research Narrative" in the attached page entitled "Definitions for U.S. Department of Education Supplemental Information for the SF-424."

3b. Human Subjects Assurance Number. If the applicant has an approved Federal Wide Assurance (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. **(A list of current FWAs is available at: http://ohrp.cit.nih.gov/search/asearch.asp#ASUR)** If the applicant does not have an approved assurance on file with OHRP, enter "None." In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

3c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to your submission of the U.S Department of Education Supplemental Information for the SF-424 form as instructed in item II, "Instructions for Exempt and Nonexempt Human Subjects Research Narratives" in the attached page entitled "Definitions for U.S. Department of Education Supplemental Information for the SF-424."

Note about Institutional Review Board Approval. ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request**.**

No covered human subjects research can be conducted until the study has ED clearance for protection of human subjects in research.

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 1894-0007. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-0170. If you have comments or concerns regarding the status of your individual submission of this form write directly to: Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.*

Definitions for ED Supplemental Information for SF 424

Definitions:

Novice Applicant (See 34 CFR 75.225). For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the 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 75.127-75.129, a group includes only parties that meet the requirements listed above.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge." *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.* Activities, which meet this definition, constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as "a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information." *(1) If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met. (2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of ***exemptions*** are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in

such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. *If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.* [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked "Yes" for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.
If you marked "Yes" for item 3 a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked "No" for item 3 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

(1) **Human Subjects Involvement and Characteristics**: Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

(2) **Sources of Materials**: Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) **Recruitment and Informed Consent**: Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) **Potential Risks**: Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) **Protection Against Risk**: Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) **Importance of the Knowledge to be Gained**: Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s)**: If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff, Office of the Chief Financial Officer, U.S. Department of Education, Washington, DC 20202-4331, telephone: (202) 245-8090, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site: http://www.ed.gov/about/offices/list/ocfo/humansub.html

NOTE: The **State Applicant Identifier** on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).

Part 2: Budget Information

❑ ED Budget Information Non-Construction Programs (ED Form 524)

This part of your application contains information about the Federal funding you are requesting. Remember that you must provide all requested budget information for each year of the project (up to 36 months) and the total column in order to be considered for Federal funding. Specific instructions for completing the budget forms are provided within this application package.

Instructions for completing ED Form 524 Section A:

Name of Institution/Organization: Enter the name of the applicant in the space provided.

Personnel (line 1): Enter project personnel salaries and wages only. Include fees and expenses for consultants on line 6.

Fringe Benefits (line 2): The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.

Travel (line 3): Indicate the travel costs of employees and participants only. Include travel of persons such as consultants on line 6. Applicants are strongly encouraged to budget funds for a representative from the partnering entities to accompany the project director in attending a Project Director's Meeting in the first three years of the grant.

Equipment (line 4): Indicate the cost of tangible, non-expendable personal property that has a usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or $5,000 per article. Lower limits may be established to maintain consistency with the applicant's policy.

Supplies (line 5): Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. *Supplies purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project.*

Contractual (line 6): The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.

Construction (line 7): Not applicable.

Other (line 8): Indicate all direct costs not covered on lines 1-6. For example, include costs such as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. *Do not include costs that are included in the indirect cost rate.*

Total Direct Costs (line 9): The sum of lines 1-8.

Note: Administrative costs are limited by statute to 5% of the total grant award.

Indirect Costs (line 10): Indicate the applicant's approved indirect cost rate, per sections 75.560 – 75.564 of EDGAR. If an applicant's approved indirect cost rate agreement with a cognizant Federal agency has expired and the applicant wishes to charge indirect costs to the grant, the applicant may use a temporary rate of 10 percent of budgeted direct salaries and wages while it negotiates a rate with its cognizant agency, per section 75.560 of EDGAR. An applicant with no previous ICR can use a de minimis rate of 10 percent of modified total direct costs (MTDC); these applicants do not need to negotiate for this rate (2 CFR 200.414(f)).

Training Stipends (line 11): The training stipend line item only pertains to costs associated with long term training programs and college or university coursework, not workshops or short-term training supported by this program.

Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).

Total Cost (line 12): This should equal to sum of lines 9-11 (total direct costs + indirect + stipends). The sum for column one, labeled *Project Year 1* (a), should also be equal to item 15a on the application cover sheet (SF Form 424).

Instructions for ED 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations cited within these instructions at: http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html. You may access requirements from 2 CFR 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" cited within these instructions at: https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards.

You must consult with your Business Office prior to submitting this form.

Section A - Budget Summary
U.S. Department of Education Funds

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office.

(1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages (**complete (4) of this section when using the temporary rate**) subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check "Other," specify the name of the Federal or other agency that issued the approved agreement.

(3): If you check "no" in (1), indicate in (3) if you want to use the de minimis rate of 10 percent of MTDC (see 2CFR § 200.68). If you use the de minimis rate, you are subject to the provisions in 2 CFR § 200.414(f). Note: you may only use the 10 percent de minimis rate if you are a first-time Federal grant recipient, and you do not have an Approved Indirect Cost Rate Agreement. You may not use the de minimis rate if you are a State, Local government, or Indian Tribe, or if your grant is funded under a training rate or restricted rate program.

(4): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement, or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary
Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)]
Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable **to each sub-project or activity.**

2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:

   a. The specific costs or contributions by budget category;
   b. The source of **the costs or contributions; and**
   c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

   [Please review cost sharing and matching regulations found in 2 CFR 200.306.]

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.

4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

   When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: http://www.ed.gov/fund/grant/apply/appforms/appforms.html.

   You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

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 **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. 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, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Part 3: ED Abstract Form

This section should be attached as a single document to the ED Abstract Form in accordance with the instructions found on Grants.gov and should be organized in the following manner and include the following parts in order to expedite the review process.

Ensure that you only attach the Education approved file types detailed in the Federal Register application notice (read-only, non-modifiable .pdf files). Also, do not upload any password-protected files to your application.

Please note that Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters.

❑ Project Abstract

The project abstract is a one-page, single-spaced summary of your project. It should include the following:

1) Institution: state the official name of the applicant's Institution or Entity

2) Eligibility: state the eligibility category the applicant meets

3) Native Language(s): Name of the Native American or Alaska Native language for instruction

4) Partners: identify any participating entities if apply as a consortium

5) Project Title: state the title of the proposed project

6) Priorities: Indicate the absolute priority and which, if any, of the competitive priorities or invitational priority your project is addressing.

7) Project Goals: state proposed project goals, objectives, and performance outcomes

8) Project Description: state a brief description of major project activities

9) School Data: provide key school information including participating school, grades, total number of participating Native American and Alaska Native students to be served.

10) Contact: Project Director's name, telephone and e-mail

Part 4: Project Narrative Attachment Form

This section should be attached as a **single** document to the Project Narrative Attachment Form in accordance with the instructions found on Grants.gov and should be organized in the following manner and include the following parts in order to expedite the review process.

Ensure that you only attach the Education approved file types detailed in the Federal Register application notice (read-only, non-modifiable .pdf files). Also, do not upload any password-protected files to your application.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters.

❑ Table of Contents
The Table of Contents shows where and how the important sections of your proposal are organized and should not exceed **one** double spaced page.

❑ Application Narrative
The application narrative responds to the selection criteria found in this application package and should follow the order of the selection criteria. The suggested page limit for the application narrative is **35** pages. The suggested standards for the narrative include:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

The suggested page limit does not apply to the cover sheet; the budget section, including the budget narrative justification; the consortium or partnership agreement; the assurances and certifications; or the abstract, resumes, bibliography, or other required attachments.

Note**:** In drafting the project narrative, applicants should keep in mind that peer reviewers must consider only the information provided in the written project narrative when scoring and commenting on the application. Therefore, applicants should draft their project narratives with the goal of helping peer reviewers understand how the narrative content addresses the selection criteria.

Selection Criteria for Project Narrative

The maximum score for all criteria is 100 points (not including competitive preference priority points). The points or weight assigned to each criterion are indicated in parentheses.

All applicants should respond to each of the Selection Criteria in the NIA published in the Federal Register. The Department and its reviewers assess the quality of applications based on how they address the Selection Criteria. They do not consider outside factors, such as personal knowledge of past performance, or subjective judgments about what an application should

contain. Please note that within each Criterion reviewers use their professional judgment in awarding points on how well applicants address each Criterion as a whole. Selection Criteria and sub-criteria are listed below, but please view the NIA, Section V. Application Review Information, for more information about the selection process.

Selection Criteria	**Maximum Points**
Quality of the project design	15 points
Quality of project services	20 points
Quality of project personnel	10 points
Adequacy of resources	20 points
Quality of management plan	15 points
Quality of the project evaluation	20 points

(a) Quality of the project design. (Up to 15 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:

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(2) The extent to which the project design will ensure that students progress toward high-level fluency goals in the Native language.

(3) 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.

(4) The extent to which the project includes a plan for data collection and reporting to track long-term student academic and other outcomes after the project is complete.

(b) Quality of project services. (Up to 20 Points)

The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:

(1) The quality of the plan for supporting Native American or Alaska Native language education and development by providing instruction of or through the Native language. (Up to 7 points)

(2) The extent to which the project will provide professional development for teachers and, as appropriate, staff and administrators to strengthen the overall language proficiency and academic goals of the school(s) that will be served by the project, including cultural competence training to all staff in the school(s). (Up to 6 points)

(3) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (Up to 4 points)

(4) The extent to which the percentage of the school(s) day that instruction will be provided in the Native language is ambitious and is reasonable for the grade level and population served. (Up to 3 points)

(c) Quality of project personnel. (Up to 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 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.

In addition, the Secretary considers the following factors:

(1) The extent to which teachers of the Native language are identified as staff for this project, have teaching experience, and are fluent in the Native language.

(2) The qualifications, including relevant training and experience, of key project personnel.

(3) The qualifications, including relevant training and experience, of project consultants or contractors.

(d) Adequacy of resources. *(Up to 20 Points)*

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(1) The extent to which the applicant or a partner has experience in operating a Native language program. (Up to 10 points)

(2) The extent to which the costs of the project are reasonable in relation to the objectives and design of the proposed project. (Up to 6 points)

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support. (Up to 4 points)

(e) Quality of the management plan. (Up to 15 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 following factors:

(1) 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.

(2) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

f) Quality of the project evaluation. (Up to 20 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:

(1) The extent to which each proposed performance target is ambitious, yet achievable, compared to the baseline for each performance measure. (Up to 8 points)

(2) The quality of the applicant's plan to collect and report reliable, valid, and meaningful performance data, including the applicant's capacity to collect such data, as

evidenced by high-quality data collection, analysis, and reporting in other projects or research. (Up to 7 points)

(3) The extent to which the data collection and reporting methods the applicant would use to track long-term student academic outcomes after the project is complete are likely to yield reliable, valid, and meaningful performance data. (Up to 5 points)

Part 5: Budget Narrative

*This section should be attached as a **single** document to the Budget Narrative Attachment Form in accordance with the instructions found on Grants.gov. It should be organized in the following manner and include the following parts in order to expedite the review process.*

Ensure that you only attach the Education approved file types detailed in the Federal Register application notice (read-only, non-modifiable .pdf files). Also, do not upload any password-protected files to your application.

When attaching files, applicants should limit the length of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend file names be less than 50 characters.

Each application must provide a Budget Narrative (which serves to meet the requirements of ED Form 524, Section C) for requested Federal funds. The Budget Narrative for requested Federal funds should provide a justification of how the money requested for each budget item will be spent.

This section requires an **itemized budget breakdown** for each project year and the **basis for estimating the costs** of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures. Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project (up to 36 months).

The Budget Narrative provides an opportunity for the applicant to identify the nature and amount of the proposed expenditures. The applicant should provide sufficient detail to enable reviewers, program office staff, and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds, project activities, and anticipated outcomes.

Important Note

Applicants are encouraged to review the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended in 2 CFR part 3474.

Suggested Guidelines for the Budget Narrative

In accordance with 34 CFR 75.232, Department staff perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project and are reasonable, allowable and allocable. We may delete or reduce costs from the budget during this review.

To facilitate the review of your Budget Narrative, we encourage each applicant to include the following information for each year of the project:

1. 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.

2. Fringe Benefits

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

3. Travel

- Explain the purpose of the travel, how it relates to project success, how it aligns with the project goals and objectives and which program 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.

4. 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.

5. Supplies

- Provide an itemized estimate of materials and supplies by nature of expense or general category (e.g., instructional materials, office supplies, etc.).
- Explain the purpose of the supplies and how they relate to project success.
- Provide the basis for cost estimates or computations.

6. Contractual

- Provide the purpose and relation to project success.
- Describe the products to be acquired, and/or the professional services to be provided.
- Provide a brief justification for the use of the contractors selected.
- Identify the name(s) of the contracting party, including consultants, if available.
- Provide the cost per contractor.
- Provide the amount of time that the project will be working with the contractor(s).
- For professional services contracts, provide the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.

- Provide the basis for cost estimates or computations.

Note: see **Important Information Regarding Professional Services Contracts** below.

7. Construction

- Not applicable.

8. Other

- List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
- Provide the cost per item (printing = $500, postage = $750).
- Provide the purpose for the expenditures and relation to project success.
- Provide the basis for cost estimates or computations.

9. Total Direct Costs

- The sum of expenditures, per budget category, of lines 1-8.

10. Indirect Costs

- Identify indirect cost rate (if the applicant will charge indirect costs to the grant)

Note: Remember to provide a copy of the most recent approved indirect cost rate agreement in the Other Attachments section of the application. The indirect cost rate agreement establishes the maximum amount of indirect costs the applicant may charge to the grant. However, applicants are not required to use the full negotiated indirect cost rate, and may choose to devote greater resources to direct costs. Additionally, see **Important Information Regarding Indirect Costs** below.

11. Training Stipends

- Not applicable.

12. Total Costs

- Sum total of direct costs, indirect costs, and stipends.
- Please provide total costs for each year of the project as well as grand total cost for the entire project period (up 36 months)

Statutory Administrative Cost Limit

- Due to a statutory limitation, budgets cannot include administrative costs that exceed 5% of the total costs of the grant.
- We note that certain costs, such as travel, the project director salary, and evaluation, may not necessarily all be administrative but may be partly direct program cost and partly administrative.
- Please describe in sufficient detail the costs and the parts of the budget lines that you include in the calculation of administrative costs.

Note: We expect that most applicants will be able to stay within the statutory 5% maximum administrative cost. However, in unusual circumstances and to limited extent to be determined on a case-by-case basis, the Department may waive the 5% maximum administrative cost. Any applicant seeking such a waiver must include a waiver request addressing the statutory waiver criteria as part of its grant application (See Part 6: Other Attachments). Please note that it is within the discretion of the U.S. Department of Education whether to approve a particular request. Further, to the extent that the scope and objectives of an application are contingent upon approval of a waiver request, the Department's decision to deny a particular waiver request could negatively impact that application.

Budgeting for Data Collection

Applicants should include in their budget any costs needed in years 1-3 relating to data collection, including any costs for the pre- and post- assessment of Native language proficiency. In addition, under 34 CFR §75.250(b), the Department may fund long-term data collection after the end of the project period for up to 72 months for collecting, analyzing and reporting performance measurement data relating to the project. Applicants should also include in their budget any costs needed in years 1-3 relating to planning for this long-term data collection. These costs could be included in any of the above budget line items, including contractual and personnel.

Important Information Regarding Professional Services Contracts

Generally, applicants other than States must comply with the procurement requirements in 2 CFR 200.318 through 200.326 and States must follow the same policies and procedures they use for procurements from their non-Federal funds.

However, there are two exceptions. Under 34 CFR 75.135(a), an applicant may contract, without regard to the procurement procedures in 2 CFR part 200, to obtain services from an entity that provides a site or sites where the applicant would conduct the project activities. Also, under 34 CFR 75.135(b), an applicant may use the small purchase procedures authorized under 2 CFR 200.320(b) to procure data collection, data analysis, evaluation services, or other essential services that are needed to meet a statutory, regulatory, or priority requirement related to the competition.

If you relied on either of these exceptions please contact John Cheek by via email at john.cheek@ed.gov or additional guidance.

Important Information Regarding Indirect Costs

The Department reimburses grantees for the portion of indirect costs that a grantee incurs on a project funded by the NAL@ED program (CFDA Number 84.415B).

If an applicant has a current ICR agreement and intends to charge indirect costs to the NAL@ED program grant, the applicant must submit a copy of the ICR agreement as part of its application. The ICR agreement must be negotiated with and approved by the grantee's cognizant agency, *i.e.*, either (1) the Federal agency from which it has received the most direct funding, subject to indirect cost support; (2) the Federal agency specifically assigned cognizance by OMB; or (3) the State agency that provides the most subgrant funds to the grantee (if no direct federal awards are received). For federally-recognized tribes, the Department of Interior (DOI) is the cognizant agency.

An applicant selected for funding that has an expired ICR agreement and intends to charge indirect costs to the NAL@ED program grant must follow the Department's regulations at 34 CFR 75.560. Those rules permit an applicant to use a temporary rate of 10 percent of budgeted direct salaries and wages while it negotiates a rate with its cognizant agency (*e.g.*, DOI); the applicant must then submit an ICR proposal to its cognizant agency within 90 days after the Department issues the grant award notification. 34 CFR 75.560.

Applicants with no previous ICR can use a de minimis rate of 10 percent of modified total direct costs (MTDC); these applicants do not need to negotiate for this rate. Should such an applicant

decide to use this MTDC as its ICR, it must use this rate for a full fiscal year; it cannot negotiate for a different rate. 2 CFR 200.414(f).

Please note that, in accordance with OMB's Cost Principles at 2 CFR 200, applicants that have an expiring ICR agreement can apply to the cognizant agency for a one-time extension of up to four years. 2 CFR 200.414(g). If a successful applicant has an expiring ICR agreement, after the expiration date of the original agreement the grantee will be required to submit evidence to the Department that its cognizant agency granted an extension of the ICR agreement in order to charge indirect costs to the NAL@ED program grant at the approved rate.

Note: Applicants should pay special attention to specific questions on the application budget form (ED 524) about their cognizant agency and the ICR being used in the budget. Applicants should be aware that the Department is very often not the cognizant agency for its grantees. Rather, the Department accepts the currently approved ICR established by the appropriate cognizant agency.

Applicants with questions about charging indirect costs on this program should contact the program contact person noted elsewhere in this application package.

Part 6: Other Attachments

Attach one or more documents to the Other Attachments Form in accordance with the instructions found on Grants.gov. You may provide all of the required information in a single document, or in multiple documents.

Ensure that you only attach the Education approved file types detailed in the Federal Register application notice (read-only, non-modifiable .pdf files). Also, do not upload any password-protected files to your application.

Please note that Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters.

Required of All Applicants

- ❑ Applicant Information for NAL@ED program Attachment: This document provides information on the Native language for instruction, information about the school where the project is taking place, participant information, program description, and other details. The document also contains program assurances to be signed by the authorized representative of the applicant.

Required, if Applicable

- ❑ Documentation of Indian Organization: Applicants that are an Indian organization must provide adequate documentation to demonstrate that the organization meets each element of the definition of Indian organization.
- ❑ A signed Consortium Agreement
- ❑ Tribal Certification Attachment: Applicants that are either LEAs (including a public charter school that is an LEA), a school operated by the Bureau of Indian Education, or a nontribal for-profit or nonprofit organization must complete the form.
- ❑ Request for Competitive Preference Priority One Attachment: Applicants that request this priority must complete this form.
- ❑ Indirect Cost Rate Agreement:
    - If the budget includes indirect costs, the applicant must attach a copy of its current Indirect Cost Rate (ICR) Agreement.

- ❑ Administrative Cost Limit Waiver Request: An applicant may request the Department to waive the administrative cost limits by adhering to the detailed requirements for waiver requests in Section 8401 of the ESEA (20 USC §7861), which is available on the U.S. General Printing Office website at: https://www.gpo.gov/fdsys/pkg/USCODE-2015-title20/pdf/USCODE-2015-title20-chap70-subchapVIII-partD-sec7861.pdf

Optional

- ❑ Bibliography or References (optional)

- ❑ Other Supporting Documentation: Applicants are allowed to include other documentation that is not required elsewhere in the application. The reviewers are not required to consider the information within these optional documents in their determination of the quality of the application based on the selection criteria. Applicants are reminded that they should carefully read the "Application Submission" guidelines.

Attachment: Applicant Information for NAL@ED program

Note: This document is required for all applicants. An applicant must include this information in Part 6 of its application as an uploaded document.

Applicant Name_____

Instructional language

Name of the Native American or Alaska Native language for instruction: _____

School information

Select the name of the governing entity of the school in which the project will take place:

- ☐ local educational agency
- ☐ tribal educational agency or department
- ☐ charter organization
- ☐ private organization
- ☐ other governing entity Name: _____

Organizational information

School's accreditation status:

a. If applicable, list any partnerships with institutions of higher education.

b. If applicable, list any indigenous language schooling and research cooperatives.

Grade level

Grade level(s) for targeted students in proposed project: _____

Pre- and Post- assessments.

1. Is a pre- and post- assessment of Native language proficiency available? Yes/No

2. Will grant funds be used for developing a pre- and post- assessment of Native language proficiency? Yes/No

Program Participants

Total number of students attending the school	Number of students to be served by the project

Instructional Hours

Total number of instructional hours per week at the school	The number of hours of instruction per week in which the Native American or Alaska Native language will be taught (as a language)..	The number of hours of instruction per week in which the Native American or Alaska Native language will be used to teach content classes. .

Project Description

Provide a description of how the applicant will use the funds provided to support Native American or Alaska Native language education and development, and provide professional development to staff, in order to strengthen the overall language and academic goals of the school(s) that will be served by the project; ensure the implementation of rigorous academic content; and ensure that students progress toward high-level fluency goals in the Native language.

Program Assurance

The applicant assures that—

(a) the school in which the project will be located is engaged in meeting State or tribally designated long-term goals for students, as may be required by applicable Federal, State, or tribal law;

(b) the school provides assessments of students using the Native American or Alaska Native language of instruction, where possible;

(c) the qualifications of all instructional and leadership personnel at such school is sufficient to deliver high-quality education through the Native American or Alaska Native language used in the school; and

(d) the school will collect and report to the public data relative to student achievement and, if appropriate, rates of high school graduation, career readiness, and enrollment in postsecondary education or workforce development programs, of students who are enrolled in the school's programs.

Signed by the following authorized representative of the applicant:

Name_____ Date: _____

Title: _____

Attachment: Tribal Certification

Note: This document is required for non-tribal applicants. An applicant described below must include this information in Part 6 of its application as an uploaded document.

Directions: An applicant that is an LEA (including a public charter school that is an LEA), a school operated by the BIE or a nontribal for-profit or nonprofit organization must attach this certification, signed by an authorized representative of one of the following, on whose land the school or program is located, or that is an entity served by the school, or whose members are served by the school: an Indian Tribe or Tribal organization, a TCU, an Alaska Native Regional Corporation or an Alaska Native nonprofit organization or a Native Hawaiian organization.

Applicant Agency Name: _____

Applicant Type:

- ☐ A local educational agency, including a public charter school
- ☐ A school operated by the Bureau of Indian Education.
- ☐ A nontribal for-profit or nonprofit organization.

I hereby certify that:

a. The school in which the project will take place, or the applicant organization, has the capacity to provide education primarily through a Native American or an Alaska Native language.

b. There will be sufficient speakers of the target language at the school or available to be hired by the school or applicant organization.

c. If the applicant is an LEA that is subject to the consultation requirements of ESEA section 8538, the Tribe also certifies that it has been consulted on the contents of this application as required under ESEA section 8538.

The entity signing below is (check one):

- ☐ an Indian Tribe or Tribal organization
- ☐ a Tribal College or University
- ☐ an Alaska Native Regional Corporation or an Alaska Native nonprofit organization
- ☐ a Native Hawaiian organization

The entity signing below is connected to the applicant by the following (check all that apply):

- ☐ the school or program is located on our land
- ☐ our organization or members are served by the school

Signed by the following authorized official representative of the Tribe or organization:

_____	_____	_____
Name and Title	Organization	Date

Attachment: Competitive Preference Priority One

Note: This document is only required if requesting consideration for Competitive Preference Priority 1. An applicant must include this information in Part 6 of its application as an uploaded document.

Competitive Preference Point One: Five points are awarded to an application for a project in which either the lead applicant or a partner receives, or is eligible to receive, a formula grant under title VI of the ESEA, and commits to use all or part of that formula grant to help sustain this project after conclusion of the grant period.

Name of entity with Title VI grant _____

Title VI formula grant to LEAs Identification: PR# S060A1_____

Current Application Cycle for SY 2017-2018:

- ☐ Single-Year Application
- ☐ Multi-Year Application
- ☐ Continuing Multi-Year Application (Year ___ of 4)

Does your application type require a Parent Committee?

- ☐ Yes
- ☐ No

Describe the following:

1) What school year will the applicant begin using the Title VI formula grant funds to help support this project? SY _____

2) What percentage of the Title VI grant will be used for this project? _____

3) If parent committee input and approval will need to be obtained, how will you communicate this to the parent committee, and what is the timeline for obtaining approval for the change in activities on the Title VI application?

Part 7: Assurances and Certifications

Be certain to complete all required assurances and certification in Grants.gov, and include all required information in the appropriate place on each form.

The following assurances and certifications required for this application are:

- ❑ Assurances for Non-Construction Programs (SF 424B Form)
- ❑ Disclosure of Lobbying Activities (SF LLL Form)
- ❑ Certification Regarding Lobbying (ED 80-0013 Form)
- ❑ General Education Provisions Act (GEPA) Requirements – Section 427

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last name, First name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

Instructions for Meeting the General Education Provisions Act (GEPA) Section 427 Requirements

All applicants for new awards **must** include information in their applications to address this new provision in order to receive funding under this program.

Section 427 **requires** each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Please review the Notice to all Applicants (included in the electronic application package in Grants.gov) for further information on meeting the provisions in the Department of Education's General Education Provisions Act (GEPA).

Applicants are required to address this provision by attaching a statement (not to exceed three pages) to ED GEPA 427 form that is included in the electronic application package in Grants.gov.

Part 8: Intergovernmental Review of Federal Programs (Executive Order 12372)

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. However, federally-recognized tribes are not subject to these requirements.

One of the objectives of the Executive order is to strengthen federalism--or the distribution of responsibility between localities, States, and the Federal government--by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state.

Further information about the State Single Point of Contact (SPOC) process and a list of names by State can be found at:

http://www.whitehouse.gov/omb/grants_spoc

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372—CFDA #84.415B, U.S. Department of Education, room 7E200, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR §75.102). Recommendations or comments may be hand-delivered until 4:30:00 p.m. (Washington, DC time) on the closing date indicated in this notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. ***Do not send applications to the above address.***

Not all states have chosen to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located in a State that does not have a SPOC, you may send application materials directly to the Department as described in the *Federal Register* notice.

Reporting and Accountability

Successful applicants with multi-year grants must submit an APR demonstrating their progress in meeting approved project objectives. Grantees must also provide the most current financial and performance measure data for each year of the project.

At the end of the project period, applicants will also be required to submit a **final performance report**.

Each grantee is required under section 6133 of the ESEA to submit annually to the Secretary information on the activities carried out with these grant funds, the number of children served by the project, and the number of instructional hours in and through the Native American language.

Under the Government Performance and Results Act (GPRA), the following performance indicators have been established to evaluate the overall effectiveness of the Program:

Measure 1: The number and percentage of participating students who attain proficiency in a Native language as determined by each grantee through pre- and post-assessments of Native language proficiency.

Measure 2: The number and percentage of participating students who make progress in learning a Native language, as determined by each grantee through pre- and post-assessments of Native language proficiency.

Measure 3: The number and percentage of participating students who show an improvement in academic outcomes, as measured by academic assessments or other indicators.

Measure 4: The difference between the average daily attendance of participating students and the average daily attendance of all students in the comparison group (e.g. school, LEA, SEA, other).

These measures constitute the Department's indicator of success for this program. Consequently, we advise an applicant for a grant under this program to give careful consideration to these measures in conceptualizing the approach and evaluation for its proposed project. Each grantee will be required to provide, in its annual performance and final reports, data about its progress in meeting these measures.

For specific requirements on grantee reporting, please go to the ED Performance Report Form 524B at http://www.ed.gov/fund/grant/apply/appforms/appforms.html.

Legal and Regulatory Information

Notice Inviting Applications

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Indian Education Discretionary Grants Programs--Native American Language (NAL@ED) Program

AGENCY: Office of Elementary and Secondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education is issuing a notice inviting applications for new awards for fiscal year (FY) 2017 for Indian Education Discretionary Grants Programs--NAL@ED Program, Catalog of Federal Domestic Assistance (CFDA) Number 84.415B.

DATES:

Applications Available: May 4, 2017.

Deadline for Notice of Intent to Apply: June 8, 2017.

Deadline for Transmittal of Applications: June 19, 2017.

Deadline for Intergovernmental Review: August 17, 2017.

FOR FURTHER INFORMATION CONTACT: John Cheek, U.S. Department of Education, 400 Maryland Avenue, SW., room 3W207, Washington, DC 20202-6335. Telephone: (202) 401-0274 or by email: john.cheek@ed.gov.

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purposes of the NAL@ED program are to:

(1) Support schools that use Native American and Alaska Native languages as the primary language of instruction;

(2) Maintain, protect, and promote the rights and freedom of Native Americans and Alaska Natives to use, practice, maintain, and revitalize their languages, as envisioned in the Native American Languages Act of 1990 (25 U.S.C. 2901 et seq.); and

(3) Support the Nation's First Peoples' efforts to maintain and revitalize their languages and cultures, and to improve educational opportunities and student outcomes within Native American and Alaska Native communities.

Background:

Section 6133 of the Elementary and Secondary Education Act (ESEA),[1] as amended by the Every Student Succeeds Act (ESSA), authorizes the NAL@ED program. The program provides

[1] Unless otherwise indicated, all references to the ESEA are to the ESEA, as amended by the ESSA.

discretionary grants to develop, maintain, improve, or expand programs that support elementary or secondary schools in using Native American and Alaska Native languages as the primary language of instruction. Section 6133 of the ESEA references the Native American Languages Act of 1990, in which Congress recognized the fundamental importance of preserving Native American languages. The Native American Languages Act of 1990 states that it is the policy of the United States to "preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages," as well as "to encourage and support the use of Native American languages as a medium of instruction in order to encourage and support--

(A) Native American language survival,

(B) Educational opportunity,

(C) Increased student success and performance,

(D) Increased student awareness and knowledge of their culture and history, and

(E) Increased student and community pride."

(25 U.S.C. 2903.)

This Federal policy is supported by growing recognition of the importance of Native language use and preservation in facilitating educational success and other positive outcomes for Native students, including student well-being as reflected in the invitational priority for this competition.

The Native Language Shift and Retention study, funded through an Institute of Education Sciences grant, found that the majority of Native youth surveyed valued their Native language, viewed it as integral to their sense of self, wanted to learn it, and viewed it as a means of facilitating their success in school and life.[2] Collaborative efforts between educators, families, and communities, the study suggests, may be especially promising ways to ensure that all Native students have the critical opportunity to learn their Native language.

Indian students and tribal communities have made progress in reinvigorating efforts to preserve and restore Native languages and culture; building tribal capacity to shape and engage in the education of Native students; and raising awareness about school climate issues that are often unique to Indian students and communities, including issues related to student mental health and educator cultural competency. This new NAL@ED program builds on these efforts. The U.S. Department of Education (Department) held tribal consultations on this new NAL@ED program in 2016. In addition to four tribal consultations conducted in Indian country, the Department also held two interactive consultation webinars,

[2] Romero-Little, M.E., McCarty, T.L., Warhol, L., and Zepeda, O. (2007). Language policies in practice: Preliminary findings from a large-scale study of Native American language shift. TESOL Quarterly 41:3, 607–618.

which were attended by tribal school educators, tribal officials, representatives of Native American organizations, and others to obtain feedback on specific questions relating to the design of the grant program.

We learned through the consultations that tribes and interested Native Americans are very enthusiastic about the opportunity that the NAL@ED program presents. Nearly half of webinar participants favored having the program focus on instruction in the Native language and professional development, while about one-fourth favored a priority for projects that develop assessments in the Native language. Webinar participants were also interested in supporting projects in a variety of school settings, e.g., public schools, Bureau of Indian Education (BIE)-funded schools, and tribally funded schools. The vast majority of participants favored allowing pre- and post-assessments of Native language proficiency to be in either oral or written format, and favored requiring a tribe as a partner in every project. Finally, webinar participants overwhelmingly supported the concept of long-term data collection in order to show the positive impact of instruction through Native languages.

The priorities and selection criteria for this competition reflect the input received through these tribal consultations. The absolute priorities reflect the input we received regarding the desire for diversity in the school

settings for projects. The selection criteria reflect input regarding Native language instruction, professional development of staff, and long-term data collection.

Priorities: This competition contains two absolute priorities, two competitive preference priorities, and one invitational priority. We are establishing these priorities for the FY 2017 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition, in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1).

Absolute Priority: For FY 2017 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3) we consider only applications that meet one of these priorities. Under this competition, each absolute priority constitutes its own funding category. The Secretary intends to award grants under each absolute priority for which applications of sufficient quality are submitted. Applicants must choose one of the two absolute priorities, and must clearly identify the specific absolute priority that the proposed project addresses.

These priorities are:

Absolute Priority 1.

Projects that will take place in one or more schools of a State-funded local educational agency (LEA), including a public charter school that is an LEA under State law, and that will support Native American or Alaska Native language education and development, as well as provide professional development for teachers and, as appropriate, staff and administrators, to strengthen the overall language and academic goals of the school that will be served by the project.

Absolute Priority 2.

Projects that will take place in one or more schools funded by the BIE, an Indian tribe, a tribal college or university (TCU), an Alaska Native Regional Corporation (as described in section 3(g) of the Alaska Native Claims Settlement Act (43 U.S.C.1602(g))), or a private, tribal, or Alaska Native nonprofit organization, and that will support Native American or Alaska Native language education and development, as well as provide professional development for teachers and, as appropriate, staff and administrators, to strengthen the overall language and academic goals of the school(s) that will be served by the project.

Competitive Preference Priorities: For FY 2017 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are competitive preference priorities. Under 34 CFR

75.105(c)(2)(i) we award five points to an application that meets either of the priorities and 10 points to an application that meets both of these priorities.

These priorities are:

Competitive Preference Priority 1 (0 or 5 points).

We will award five points to an application for a project in which either the lead applicant or a partner receives, or is eligible to receive, a formula grant under title VI of the ESEA, and commits to use all or part of that formula grant to help sustain this project after conclusion of the grant period. To meet this priority, an applicant must include a statement that indicates the school year in which the entity will begin using title VI formula grant funds to help support this project; what percentage of the title VI grant will be used for this; and the timeline for obtaining parent committee input and approval of this action, if necessary.

Competitive Preference Priority 2 (0 or 5 points).

We will award five points to an application submitted by an Indian tribe, Indian organization, or TCU that is eligible to participate in the NAL@ED program. A consortium application of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129 and includes an Indian tribe, Indian organization, or TCU will also be considered eligible to receive preference under this priority. In order to be

considered a consortium application, the application must include the consortium agreement, signed by all parties.

Invitational Priority: For FY 2017 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority. Under 34 CFR 75.105(c)(1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is:

Projects that include a measure of student well-being, which may include mental health, as one of the project-specific objectives.

Waiver of Proposed Rulemaking: Under the Administrative Procedure Act (5 U.S.C. 553) the Department generally offers interested parties the opportunity to comment on proposed priorities, requirements, definitions, and selection criteria. Section 437(d)(1) of GEPA, however, allows the Secretary to exempt from rulemaking requirements, regulations governing the first grant competition under a new or substantially revised program authority. This is the first grant competition for this program under section 6133 of the ESEA (20 U.S.C. 7453) and therefore qualifies for this exemption. In order to ensure timely grant awards, the Secretary has decided to forgo public comment on the priorities, requirements, definitions, and selection criteria under section 437(d)(1) of GEPA.

Application Requirements: (1) General requirements. The following requirements apply to all applications submitted under this competition. An applicant must include in its application--

(a) A completed information form that includes:

(i) Instructional language. The name of the Native American or Alaska Native language to be used for instruction at the school(s) supported by the eligible entity.

(ii) Number of students. The number of students to be served by the project and the total number of students attending the school(s).

(iii) Grade level. Grade level(s) of targeted students in the proposed project.

(iv) Instructional hours. The number of hours of instruction per week in and through one or more Native American or Alaska Native languages currently being provided to targeted students at such school(s), if any.

(v) Pre- and post-assessments. Whether a pre- and post-assessment of Native language proficiency is available and, if not, whether grant funds will be used for developing such assessment.

(vi) Organizational information. For each school included in the project, information regarding the school's organizational governance or affiliations, specifically information about the school's governing entity (such as an

LEA, tribal educational agency or department, charter organization, private organization, or other governing entity); the school's accreditation status; any partnerships with institutions of higher education; and any indigenous language schooling and research cooperatives.

(vii) Program description. A description of how the eligible entity will: support Native language education and development, and provide professional development for staff, in order to strengthen the overall language and academic goals of the school(s) that will be served by the project; ensure the implementation of rigorous academic content that prepares all students for college and career; and ensure that students progress toward meeting high-level fluency goals in the Native language.

(b) An assurance that for each school to be included in the project--

(i) The school is engaged in meeting State or tribally designated long-term goals for students, as may be required by applicable Federal, State, or tribal law;

(ii) The school assesses students using the Native American or Alaska Native language of instruction, where possible;

(iii) The qualifications of all instructional and leadership personnel at such school are sufficient to deliver

high-quality education through the Native American or Alaska Native language used in the school; and

(iv) The school will collect and report to the public data relative to student achievement and, if appropriate, rates of high school graduation, career readiness, and enrollment in postsecondary education or workforce development programs, of students who are enrolled in the school's programs.

(2) Certification. An applicant that is an LEA (including a public charter school that is an LEA), a school operated by the BIE, or a nontribal for-profit or nonprofit organization must submit a certification from an entity described in application requirement (2)(a), containing the assurances described in application requirement (2)(b).

(a) The certification must be from one of the following entities, on whose land the school or program is located, or that is an entity served by the school, or whose members (as defined by that entity) are served by the school:

(i) An Indian tribe or tribal organization.

(ii) A TCU.

(iii) An Alaska Native Regional Corporation or an Alaska Native nonprofit organization.

(iv) A Native Hawaiian organization.

(b) The certification must state that--

(i) The school or applicant organization has the capacity to provide education primarily through a Native American or an Alaska Native language; and

(ii) There are sufficient speakers of the target language at the school or available to be hired by the school or applicant organization.

(c) If the applicant is an LEA, the tribe also certifies that it has been consulted on the contents of this application as required under ESEA section 8538.

ISDEAA Statutory Hiring Preference:

(a) Awards that are primarily for the benefit of Indians are subject to the provisions of section 7(b) of the Indian Self-Determination and Education Assistance Act (ISDEAA) (Pub. L. 93-638). That section requires that, to the greatest extent feasible, a grantee--

(1) Give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and

(2) Give to Indian organizations and to Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in the award of contracts in connection with the administration of the grant.

(b) For purposes of the ISDEAA statutory hiring preference only, an Indian is a member of any federally recognized Indian tribe.

Definitions: The following definitions apply to this competition. For the purposes of this competition, we establish the definitions for "elementary school," "Indian organization," "performance target," "secondary school," and "tribe," in accordance with section 437(d)(1) of GEPA, 20 U.S.C. 1232(d)(1). The definitions of "Native American" and "Native American language" are from sections 8101(34) and 6151(3) of the ESEA (20 U.S.C. 7801(34) and 7491(3)), and section 103 of the Native American Languages Act (25 U.S.C. 2902). The definition of "tribal college or university" is from section 6133 of the ESEA (20 U.S.C. 7453) and section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c). All other definitions are from 34 CFR 77.1.

Ambitious means promoting continued, meaningful improvement for program participants or for individuals or entities affected by the grant, or representing a significant advancement in the field of education research, practices, or methodologies. When used to describe a performance target, whether a performance target is ambitious depends upon the context of the relevant performance measure and the baseline for that measure.

Baseline means the starting point from which performance is measured and targets are set.

Elementary school means, for State-funded public schools, a day or residential school that provides elementary education, as determined under State law. The term means, for tribally controlled schools, a day or residential school that provides elementary education as determined under tribal law. The definition of "elementary school" may include pre-kindergarten if included in the State or tribal definition of elementary education.

Indian organization means an organization that--

(1) Is legally established--

(i) By tribal or inter-tribal charter or in accordance with State or tribal law; and

(ii) With appropriate constitution, by-laws, or articles of incorporation;

(2) Includes in its purposes the promotion of the education of Indians;

(3) Is controlled by a governing board, the majority of which is Indian;

(4) If located on an Indian reservation, operates with the sanction of or by charter from the governing body of that reservation;

(5) Is neither an organization or subdivision of, nor under the direct control of, any institution of higher education; and

(6) Is not an agency of State or local government.

Native American means: (1) "Indian" as defined in section 6151(3) of the ESEA (20 U.S.C. 7491(3)), which includes individuals who are Alaska Natives and members of federally recognized or State recognized tribes; (2) Native Hawaiian; or (3) Native American Pacific Islander.

Native American language means the historical, traditional languages spoken by Native Americans.

Performance measure means any quantitative indicator, statistic, or metric used to gauge program or project performance.

Performance target means the goal for the number and percentage of participants to meet each performance measure each period of the project and as a result of a project. The performance targets should increase for each project period with the goal that students progress toward high-level fluency in the Native language.

Secondary school means a day or residential school that provides secondary education as determined under State or tribal law.

Tribal college or university means an institution that--

(1) Qualifies for funding under the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801 et seq.) or the Navajo Community College Act (25 U.S.C. 640a note); or

(2) Is cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note).

Tribe means either a federally recognized tribe or a State-recognized tribe.

Program Authority: 20 U.S.C. 7453.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: The Further Continuing and Security Assistance Appropriations Act, 2017, would provide, on an annualized basis, $6,565,000 for Indian Education National Activities, of which we would use an estimated $2,000,000 for this NAL@ED competition.

The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2018 from the list of unfunded applications from this competition.

Estimated Range of Awards: $125,000-$500,000 per year.

Estimated Average Size of Awards: $300,000 per year.

Maximum Award: We will reject any application that proposes a budget exceeding $500,000 for a single budget period of 12 months.

Estimated Number of Awards: 4-8.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 36 months.

III. Eligibility Information

1. Eligible Applicants: The following entities, either alone or in a consortium, that have a plan to develop and maintain, or to improve and expand, programs that support the

entity's use of a Native American or Alaska Native language as the primary language of instruction in one or more elementary or secondary schools (or both) are eligible under this program:

(a) An Indian tribe.

(b) A TCU.

(c) A tribal educational agency.

(d) An LEA, including a public charter school that is an LEA under State law.

(e) A school operated by the BIE.

(f) An Alaska Native Regional Corporation, as described in section 3(g) of the Alaska Native Claims Settlement Act (43 U.S.C. 1602(g)).

(g) A tribal, Alaska Native, Native Hawaiian, or other nonprofit organization.

(h) A nontribal for-profit organization.

2. Cost Sharing or Matching: This program does not require cost sharing or matching.

3. Other: Projects funded under this competition are encouraged to budget for a two-day Project Directors' meeting in Washington, DC during each year of the project period.

IV. Application and Submission Information

1. Address to Request Application Package: You can obtain an application package via the Internet or from the Education Publications Center (ED Pubs). To obtain a copy via

the Internet, use the following address: http://www.ed.gov/fund/grant/apply/grantapps/index.html. To obtain a copy from ED Pubs, write, fax, or call the following: ED Pubs, U.S. Department of Education, P.O. Box 22207, Alexandria, VA 22304. Telephone, toll free: 1-877-433-7827. FAX: (703) 605-6794. If you use a TDD or a TTY, call, toll free: 1-877-576-7734.

You can contact ED Pubs at its Web site, also: www.EDPubs.gov or at its email address: edpubs@inet.ed.gov.

If you request an application from ED Pubs, be sure to identify this program or competition as follows: CFDA number 84.415B.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or compact disc) by contacting the person listed under Accessible Format in section VII of this notice.

2. Content and Form of Application Submission: Requirements concerning the content and form of an application, together with the forms you must submit, are in the application package for this competition.

Notice of Intent to Apply: We will be able to develop a more efficient process for reviewing grant applications if we know the approximate number of applicants that intend to apply for funding under this competition. Therefore, we strongly

encourage each potential applicant to notify us of the applicant's intent to submit an application by emailing OESE.NAL.ED2017@ed.gov with the subject line "Intent to Apply" and include in the content of the email the following information: (1) the applicant organization's name and address, and (2) the Native language on which the project would focus. Applicants that do not provide notice of their intent to apply may still submit an application.

Page Limit: The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you limit the application narrative to no more than 35 pages, using the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The suggested page limit does not apply to the cover sheet; the budget section, including the narrative budget

justification; the assurances and certifications; or the one-page abstract, resumes, bibliography, or letters of support. However, the page limit does apply to all of the application narrative.

b. Submission of Proprietary Information: Given the types of projects that may be proposed in applications for the NAL@ED program, your application may include business information that you consider proprietary. In 34 CFR 5.11 we define "business information" and describe the process we use in determining whether any of that information is proprietary and, thus, protected from disclosure under Exemption 4 of the Freedom of Information Act (5 U.S.C. §552, as amended).

Consistent with the process followed from the Office of Indian Education discretionary grant competitions, we may post the project narrative section of funded NAL@ED program applications on the Department's Web site so you may wish to request confidentiality of business information. Identifying proprietary information in the submitted application will help facilitate this public disclosure process.

Consistent with Executive Order 12600, please designate in your application any information that you believe is exempt from disclosure under Exemption 4. In the appropriate Appendix section of your application, under "Other Attachments Form," please list the page number or numbers on which we can

find this information. For additional information please see 34 CFR 5.11(c).

3. Submission Dates and Times:

Deadline for Notice of Intent to Apply: June 8, 2017.

Date of Pre-Application Meeting: We intend to hold webinars to provide technical assistance to interested applicants. Detailed information regarding these meetings will be provided on the NAL@ED program Web site at http://www2.ed.gov/about/offices/list/oese/oie/index.html.

Deadline for Transmittal of Applications: June 19, 2017.

Applications for grants under this competition must be submitted electronically using the Grants.gov Apply site (Grants.gov). For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to Other Submission Requirements in section IV of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under FOR FURTHER INFORMATION CONTACT. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection

with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: August 17, 2017.

4. Intergovernmental Review: This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition.

5. Funding Restrictions: Not more than five percent of the funds provided to a grantee may be used for administrative costs (ESEA section 6133(g)). We reference regulations outlining other funding restrictions in the Applicable Regulations section of this notice.

6. Data Universal Numbering System Number, Taxpayer Identification Number, and System for Award Management: To do business with the Department of Education, you must--

a. Have a Data Universal Numbering System (DUNS) number and a Taxpayer Identification Number (TIN);

b. Register both your DUNS number and TIN with the System for Award Management (SAM), the Government's primary registrant database;

c. Provide your DUNS number and TIN on your application; and

d. Maintain an active SAM registration with current information while your application is under review by the Department and, if you are awarded a grant, during the project period.

You can obtain a DUNS number from Dun and Bradstreet at the following Web site: http://fedgov.dnb.com/webform. A DUNS number can be created within one to two business days.

If you are a corporate entity, agency, institution, or organization, you can obtain a TIN from the Internal Revenue Service. If you are an individual, you can obtain a TIN from the Internal Revenue Service or the Social Security Administration. If you need a new TIN, please allow two to five weeks for your TIN to become active.

The SAM registration process can take approximately seven business days, but may take upwards of several weeks, depending on the completeness and accuracy of the data you enter into the SAM database. Thus, if you think you might want to apply for Federal financial assistance under a program administered by the Department, please allow sufficient time to obtain and register your DUNS number and TIN. We strongly recommend that you register early.

Note: Once your SAM registration is active, it may be 24 to 48 hours before you can access the information in, and submit an application through, Grants.gov.

If you are currently registered with SAM, you may not need to make any changes. However, please make certain that the TIN associated with your DUNS number is correct. Also note that you will need to update your registration annually. This may take three or more business days.

Information about SAM is available at www.SAM.gov. To further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account, we have prepared a SAM.gov Tip Sheet, which you can find at: http://www2.ed.gov/fund/grant/apply/sam-faqs.html.

In addition, if you are submitting your application via Grants.gov, you must (1) be designated by your organization as an Authorized Organization Representative (AOR); and (2) register yourself with Grants.gov as an AOR. Details on these steps are outlined at the following Grants.gov Web page: www.grants.gov/web/grants/register.html.

7. Other Submission Requirements: Applications for grants under this competition must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

a. Electronic Submission of Applications.

Applications for grants under the NAL@ED program, CFDA number 84.415B, must be submitted electronically using the Governmentwide Grants.gov Apply site at www.Grants.gov. Through this site, you will be able to download a copy of the

application package, complete it offline, and then upload and submit your application. You may not email an electronic copy of a grant application to us.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under Exception to Electronic Submission Requirement.

You may access the electronic grant application for NAL@ED program at www.Grants.gov. You must search for the downloadable application package for this program by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.415 not 84.415B).

Please note the following:

• When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.

• Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov

system no later than 4:30:00 p.m., Washington, DC time, on the application deadline date. Except as otherwise noted in this section, we will not accept your application if it is received--that is, date and time stamped by the Grants.gov system--after 4:30:00 p.m., Washington, DC time, on the application deadline date. We do not consider an application that does not comply with the deadline requirements. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date and time stamped by the Grants.gov system after 4:30:00 p.m., Washington, DC time, on the application deadline date.

• The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

• You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this competition to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov under News and Events on the Department's G5 system home page at www.G5.gov. In addition, for specific guidance and procedures

for submitting an application through Grants.gov, please refer to the Grants.gov Web site at: www.grants.gov/web/grants/applicants/apply-for-grants.html.

1. • You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

• You must submit all documents electronically, including all information you typically provide on the following forms: the Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications.

• You must upload any narrative sections and all other attachments to your application as files in a read-only, flattened Portable Document Format (PDF), meaning any fillable PDF documents must be saved as flattened non-fillable files. Therefore, do not upload an interactive or fillable PDF file. If you upload a file type other than a read-only, flattened PDF (e.g., Word, Excel, WordPerfect, etc.) or submit a password-protected file, we will not review that material. Please note that this could result in your application not being considered for funding because the material in question--for example, the application narrative--is critical to a

meaningful review of your proposal. For that reason it is important to allow yourself adequate time to upload all material as PDF files. The Department will not convert material from other formats to PDF. There is no need to password protect a file in order to meet the requirement to submit a read-only, flattened PDF. And, as noted above, the Department will not review password-protected files.

• Your electronic application must comply with any page-limit requirements described in this notice.

• After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. This notification indicates receipt by Grants.gov only, not receipt by the Department. Grants.gov will also notify you automatically by email if your application met all the Grants.gov validation requirements or if there were any errors (such as submission of your application by someone other than a registered Authorized Organization Representative, or inclusion of an attachment with a file name that contains special characters). You will be given an opportunity to correct any errors and resubmit, but you must still meet the deadline for submission of applications.

Once your application is successfully validated by Grants.gov, the Department will retrieve your application from

Grants.gov and send you an email with a unique PR/Award number for your application.

These emails do not mean that your application is without any disqualifying errors. While your application may have been successfully validated by Grants.gov, it must also meet the Department's application requirements as specified in this notice and in the application instructions. Disqualifying errors could include, for instance, failure to upload attachments in a read-only, non-modifiable PDF; failure to submit a required part of the application; or failure to meet applicant eligibility requirements. It is your responsibility to ensure that your submitted application has met all of the Department's requirements.

- We may request that you provide us original signatures on forms at a later date.

- Application Deadline Date Extension in Case of Technical Issues with the Grants.gov System: If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

- If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant

you an extension until 4:30:00 p.m. Washington, DC time, the following business day to enable you to transmit your application electronically or by hand delivery. You also may mail your application by following the mailing instructions described elsewhere in this notice.

- If you submit an application after 4:30:00 p.m. Washington, DC time, on the application deadline date, please contact the person listed under FOR FURTHER INFORMATION CONTACT and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that the problem affected your ability to submit your application by 4:30:00 p.m., Washington, DC time, on the application deadline date. We will contact you after we determine whether your application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and

may submit your application in paper format, if you are unable to submit an application through the Grants.gov system because--

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to the Grants.gov system;

and

- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevents you from using the Internet to submit your application.

If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: John Cheek, U.S. Department of Education, 400 Maryland Avenue, SW., room 3W207, Washington, DC 20202. FAX: (202) 401-0274.

Your paper application must be submitted in accordance with the mail or hand-delivery instructions described in this notice.

b. Submission of Paper Applications by Mail.

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.415B)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.

1. (2) A mail receipt that is not dated by the U.S. Postal Service.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

We will not consider applications postmarked after the application deadline date.

c. Submission of Paper Applications by Hand Delivery.

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.415B)
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department--

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

1. Selection Criteria: For the purposes of this competition, we are establishing selection criteria, in accordance with section 437(d)(1) of GEPA, 20 U.S.C. 1232(d)(1). We are also using selection criteria for this competition from 34 CFR 75.210. The maximum score for all of these criteria is 100 points. The maximum score for each criterion is indicated in parentheses.

(a) Quality of the project design. (Up to 15 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:

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(2) The extent to which the project design will ensure that students progress toward high-level fluency goals in the Native language.

(3) 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.

(4) The extent to which the project includes a plan for data collection and reporting to track long-term student academic and other outcomes after the project is complete.

(b) Quality of project services. (Up to 20 Points)

The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:

(1) The quality of the plan for supporting Native American or Alaska Native language education and development by providing instruction of or through the Native language. (Up to 7 points)

(2) The extent to which the project will provide professional development for teachers and, as appropriate, staff and administrators to strengthen the overall language proficiency and academic goals of the school(s) that will be served by the project, including cultural competence training to all staff in the school(s). (Up to 6 points)

(3) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (Up to 4 points)

(4) The extent to which the percentage of the school(s) day that instruction will be provided in the Native language is ambitious and is reasonable for the grade level and population served. (Up to 3 points)

(c) Quality of project personnel. (Up to 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 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.

In addition, the Secretary considers the following factors:

(1) The extent to which teachers of the Native language are identified as staff for this project, have teaching experience, and are fluent in the Native language.

(2) The qualifications, including relevant training and experience, of key project personnel.

(3) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(d) Adequacy of resources. (Up to 20 Points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources

for the proposed project, the Secretary considers the following factors:

(1) The extent to which the applicant or a partner has experience in operating a Native language program. (Up to 10 points)

(2) The extent to which the costs of the project are reasonable in relation to the objectives, design, and potential significance of the proposed project. (Up to 6 points)

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support. (Up to 4 points)

(e) Quality of the management plan. (Up to 15 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 following factors:

(1) 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.

(2) The extent to which the time commitments of the project director and principal investigator and other key

project personnel are appropriate and adequate to meet the objectives of the proposed project.

(f) Quality of the project evaluation. (Up to 20 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:

(1) The extent to which each proposed performance target is ambitious, yet achievable, compared to the baseline for each performance measure. (Up to 8 points)

(2) The quality of the applicant's plan to collect and report reliable, valid, and meaningful performance data, including the applicant's capacity to collect such data, as evidenced by high-quality data collection, analysis, and reporting in other projects or research. (Up to 7 points)

(3) The extent to which the data collection and reporting methods the applicant would use to track long-term student academic outcomes after the project is complete are likely to yield reliable, valid, and meaningful performance data. (Up to 5 points)

2. Review and Selection Process: We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(2)(3), the rank order of the applications, any

information relevant to a criterion, priority, or other requirement that applies to the selection of applications for new grants, the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary requires various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department of Education (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

3. Risk Assessment and Special Conditions: Consistent with 2 CFR 200.205, before awarding grants under this program the Department conducts a review of the risks posed by applicants. Under 2 CFR 3474.10, the Secretary may impose special conditions and, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

4. Integrity and Performance System: If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently $150,000), under 2 CFR 200.205(a)(2) we must make a judgment about your integrity, business ethics, and record of performance under Federal awards--that is, the risk posed by you as an applicant--before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through SAM. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that, if the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds $10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually. Please review the requirements in 2 CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive exceed $10,000,000.

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you

a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award,

you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

(c) Each grantee is required under section 6133 of the ESEA to submit annually to the Secretary information on the activities carried out with these grant funds, the number of children served by the project, and the number of instructional hours in the Native language.

(d) Under 34 CFR 75.250(b), the Secretary may provide a grantee with additional funding for data collection analysis and reporting. In this case the Secretary establishes a data collection period.

4. Performance Measures: Under the Government Performance and 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.

(a) Measures. The Department has identified the following GPRA performance measures for evaluating the overall effectiveness of the NAL@ED program:

Measure 1: The number and percentage of participating students who attain proficiency in a Native language, as determined by each grantee through pre- and post-assessments of Native language proficiency.

Measure 2: The number and percentage of participating students who make progress in learning a Native language, as determined by each grantee through pre- and post-assessments of Native language proficiency.

Measure 3: The number and percentage of participating students who show an improvement in academic outcomes, as measured by academic assessments or other indicators.

Measure 4: The difference between the average daily attendance of participating students and the average daily attendance of all students in the comparison group (e.g., school, LEA, tribe, or other).

(b) Baseline data. Applicants must provide baseline data for each of the GPRA performance measures listed in paragraph (a) and include why each proposed baseline is valid; or, if the applicant has determined that there are no established baseline data for a particular performance measure, explain why there is no established baseline and

explain how and when, during the project period, the applicant will establish a valid baseline for the performance measure.

(c) Performance measure targets. The applicant must propose in its application annual targets for the measures listed in paragraph (a). Applications must also include the following information as directed under 34 CFR 75.110(b) and (c):

(1) Why each proposed performance target is ambitious yet achievable compared to the baseline for the performance measure.

(2) The data collection and reporting methods the applicant would use and why those methods are likely to yield reliable, valid, and meaningful performance data.

(3) The data collection and reporting methods the applicant would use after the project is complete to track long-term student academic outcomes, and why those methods are likely to yield reliable, valid, and meaningful performance data.

(4) The applicant's capacity to collect and report reliable, valid, and meaningful performance data, as evidenced by high-quality data collection, analysis, and reporting in other projects or research.

Note: If the applicant does not have experience with collecting and reporting performance data through other projects or research, the applicant should provide other

evidence of capacity to successfully carry out data collection and reporting for its proposed project.

(d) Performance reports. All grantees must submit an annual performance report and final performance report with information that is responsive to these performance measures. The Department will consider this data in making annual continuation awards.

(e) Department evaluations. Consistent with 34 CFR 75.591, grantees funded under this program must comply with the requirements of any evaluation of the program conducted by the Department or an evaluator selected by the Department.

5. Continuation Awards: In making a continuation award under 34 CFR 75.253, the Secretary considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, the performance targets in the grantee's approved application.

In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal

financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or compact disc) on request to the program contact person listed under For Further Information Contact in section VII of this notice.

Electronic Access to This Document: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available via the Federal Digital System at: www.gpo.gov/fdsys. At this site you can view this document, as well as all other documents of this Department published in the Federal Register, in text or PDF. To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the Federal Register by using the article search feature at: www.federalregister.gov. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Dated:

_____
Jason Botel,
Acting Assistant Secretary for
Elementary and Secondary Education.