



Strengthening Academic Competitiveness for Tribal Colleges and Universities

Overview of Title III and the Native American and Alaska Native Children in School Program

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November 28-29, 2007
Ramada Mall of America
Minneapolis, Minnesota



Notice inviting applications for new awards for Fiscal Year (FY) 2008.

Catalog of Federal Domestic Assistance (CFDA)

Number: 84.365C

Discretionary/Competitive

- ❑ Applications Available: **October 24, 2007.**
- ❑ Deadline for Transmittal of Applications: **December 6, 2007.**
- ❑ Deadline for Intergovernmental Review: **February 5, 2008.**

For Full Text

<http://a257.g.akamaitech.net/7/257/2422/01jan20071800/edocket.access.gpo.gov/2007/pdf/E7-20957.pdf>



Award Information

- Number of Awards: 8
 - Average Size of Awards: \$200,000
 - Range of Awards: \$175,000 - \$225,000
 - Project Period: Up to 60 months
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Eligible Applicant

Following entities, when they operate elementary, secondary, and postsecondary schools primarily for Native American Children (including Alaska Native children):

- Indian tribes;
 - tribally sanctioned educational authorities;
 - Native Hawaiian or Native American Pacific Islander native language educational organizations;
 - schools operated or funded by the Bureau of Indian Education (BIE), or a consortium of such schools;
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Eligibility/Cont.

- elementary schools or secondary schools operated under a contract with or grant from the BIE in consortium with another such school or a tribal or community organization;
 - elementary schools or secondary schools operated by the BIE and an Institution of Higher Education (IHE), in consortium with elementary schools or secondary schools operated under a contract with or a grant from the BIA or a tribal or community organization.
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Note:

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



PROGRAM DESCRIPTION

Provides grants to eligible entities to develop high levels of academic attainment in English among limited English proficient (LEP) children, and

To promote parental and community participation in language instruction educational programs.



Funds may support

- the study of Native American languages
 - teacher training, curriculum development
 - evaluation and assessment to support core program of student instruction
 - parent-community activities
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Student instruction may comprise

- preschool
 - elementary
 - secondary
 - postsecondary or
 - combinations of these levels
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Priorities:

Competitive Preference Priority 1 – Secondary Schools:

Projects that support activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging State academic standards and not completing high school.



Priorities:

Competitive Preference Priority 2 -- Professional Development for Secondary School Teachers:

Projects that support high-quality professional development for secondary school teachers to help these teachers improve student academic achievement.



Selection Criteria

- (a) Project activities. (10 points)
 - (b) Need for project. (5 points)
 - (c) Quality of the project design. (25 points)
 - (d) Quality of project personnel. (10 Points)
 - (e) Adequacy of resources. (5 points)
 - (f) Quality of the management plan. (15 points)
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Selection Criteria

- (e) Adequacy of resources. (5 points)
- (f) Quality of the management plan. (15 points)
- (g) Quality of the project evaluation. (30 points)

Total of Points: 100



Performance Measures

Under the *Government Performance and Reporting Act (GPRA)*

Requires ED to demonstrate what funded projects are doing quantitatively by developing Performance Measures.



Performance Measures

The Department has developed the following GPRA performance measures for evaluating the overall effectiveness of the Native American and Alaska Native Children in School Program:

- (i) The percentage of LEP students served by the program who score proficient or above on the State reading assessment.
 - (ii) The percentage of LEP students served by the program who are making progress in learning English as measured by the State approved English language proficiency assessment.
 - (iii) The percentage of LEP students served by the program who are attaining proficiency in English as measured by the State approved English language proficiency assessment.
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Reporting Requirements

Grantees will be expected to report on progress in meeting these performance measures in their

- Annual Performance Report
- Final Performance Report

http://www.ncela.gwu.edu/oela/OELAprograms/annual_performance/index.htm



Fiscal year 2003-2004

- twenty-three (23) projects funded
 - service 10,124 Native American and Alaska Native LEP students
 - New Mexico, Alaska, Oklahoma, Montana, South Dakota, and Wisconsin
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Fiscal year 2006 -2007

- twenty-two (22) new projects funded
 - service 6,341 Native American and Alaska Native LEP students
 - New Mexico, Alaska, Oklahoma, Montana, South Dakota, North Dakota, Washington, Wisconsin, and Wyoming
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Special features

- ❑ heritage language and culture-based curricula,
 - ❑ indigenous language standards,
 - ❑ indigenous language immersion camps, research-based literacy model programs,
 - ❑ dual language instruction, professional development leading toward Bilingual/ESL teacher certification,
 - ❑ parent education college programs,
 - ❑ technology, indigenous language materials development, and up-graded school curricula in alignment with the state standards
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In addition

- youth programs intended to reduce the dropout rate
 - college remediation programs in math, reading, language arts, and science
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Native languages to be targeted

- Arapaho
 - Apache
 - Cherokee
 - Keres
 - Lakota
 - Navajo
 - Northern Cheyenne
 - Sandia
 - Tiwa
 - Twel-Shoot-Seed
 - Yupik
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Grant Application Package

- <http://www.grants.gov/>
 - <http://www.ncela.gwu.edu/>
 - <http://www.ed.gov/programs/naancs/applicant.html>
 - <http://www.ed.gov/about/offices/list/oela/funding.html>
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Program Contact

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Register & Apply



<http://www.grants.gov>

Questions?

- Sign up for *OELA newsline* at the NCELA website (or booth here)
 - Updates almost daily
 - Special announcements
- NCELA website - www.ncela.gwu.edu
 - Resource Guides & FAQs
 - Lessons & lesson plans
 - Lesson plans





Other Resources

OELA www.ed.gov/offices/OELA

NCELA www.ncela.gwu.edu/oela/OELAprograms

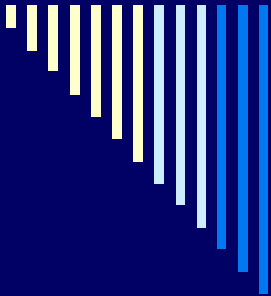
EDGAR

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

Grantmaking at ED

<http://www.ed.gov/fund/grant/about/grantmaking/pt204.html>

http://www.ncela.gwu.edu/oela/OELAprograms/annual_performance/index.htm



Thank You.

Have a great day!
