NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM (NAM)

2016 GRANTEE POST AWARD SESSION
OCTOBER 7, 2016

Congratulations!

As an OELA NAM grant awardee you are now part of the OELA Team.
WELCOME!

OELA Mission:

The U.S. Department of Education's Office of English Language Acquisition (OELA), provides national leadership to help ensure that English Learners (ELs) and immigrant students attain English proficiency and achieve academic success. <u>In addition to preserving heritage languages and cultures, OELA is committed to promoting opportunities for biliteracy or multiliteracy skills for all students.</u>

(NAM) Program Purpose

➢ The NAM Program provides grants for eligible entities to develop and enhance capacity in providing effective instruction and support to Native American students, including Native Hawaiian and Native American Pacific Islanders, who are identified as English Learners (ELs).

➢ The goal of this program is to support the teaching, learning, and studying of Native American languages while also increasing the English language proficiency of students served to meet challenging state academic content and achievement standards.

AGENDA

- GAN
- Report Contents
    - A. Project-Specific Performance Measures
    - B. What is GPRA
- Reporting Forms
- Budget Management
- Next Steps
- Resources

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

T365Z16

1	RECIPIENT NAME Name and address of grantee	**2**	AWARD INFORMATION PR/AWARD NUMBER T365Z160 ACTION NUMBER 1 ACTION TYPE New AWARD TYPE Discretionary
3	PROJECT STAFF RECIPIENT PROJECT DIRECTOR Contact Information EDUCATION PROGRAM CONTACT Elizabeth Judd (202) 401-1473 ELIZABETH.JUDD@ED.GOV EDUCATION PAYMENT HOTLINE G5 PAYEE 888-336-8930 HELPDESK edcaps.user@ed.gov	**4**	PROJECT TITLE 84.365Z

5 KEY PERSONNEL

NAME	TITLE	LEVEL OF EFFORT

6 AWARD PERIODS

BUDGET PERIOD 09/01/2016 - 08/31/2017
PERFORMANCE PERIOD 09/01/2016 - 07/31/2021

FUTURE BUDGET PERIODS

BUDGET PERIOD	DATE	AMOUNT
2	09/01/2017 - 08/31/2018	$527,523.00
3	09/01/2018 - 08/31/2019	$572,362.00
4	09/01/2019 - 08/31/2020	$539,433.00
5	09/01/2020 - 07/31/2021	$318,123.00

7 AUTHORIZED FUNDING

THIS ACTION	$272,199.00
BUDGET PERIOD	$272,199.00
PERFORMANCE PERIOD	$272,199.00

8 ADMINISTRATIVE INFORMATION

DUNS/SSN 068979848
REGULATIONS CFR PART Not Available
EDGAR AS APPLICABLE
2 CFR AS APPLICABLE
ATTACHMENTS 1 , 2 , 3 , 6 , 8 , 9 , 11 , 12 , 13 , 14 , E-3 , E1 , E2 , E4 , E5

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY: PL NO CHILD LEFT BEHIND III ELEMENTARY AND SECONDARY
EDUCATION ACT OF 1965

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Item #	Why it matters
1	Must be correct for continuing updates and funding
2	Most important is the PR# for reference in correspondence and funding (PR# also identifies with the DUNS number)
3	This is how we keep each other informed and get help for you
4	Project Identity
5	Project Director/PI
6	Tells you what you have and what you may get in the future and your timeline
7, 8, 9	Reference information

Report Contents

- Annual Performance Report (APR).

    a. Reporting on program performance measures.

    b. Reporting on GPRA measures and complete data.

    c.   Reporting on all funds expended and potential carryover of funds, if applicable.

- Quarterly monitoring of performance and budget drawdowns.

Report Contents (continued)

Reporting Project Results:

Goals, Objectives & Measures-Annual Performance Report

- Specific : usually answers the five 'W' questions.

- Measurable: usually answers the one 'H' question.

- Achievable: is a reality check.

- Relevant: demonstrates impact.

- Time Bound: Annual reports based on annual targets. Is it a reasonable time for the accomplishments required of the project's goals?

Report Contents (continued)

PRIORITIES:

- Absolute Priority: Preservation and revitalization of Native American languages while also increasing the English language proficiency of the children served under the project.

- Competitive Preference Priority: Improving early learning and development outcomes.

- Invitational Priority: Improving parent, family, and community engagement.

What is GPRA?

GPRA stands for: **G**overnment **P**erformance and **R**esults **A**ct.

The foundation of GPRA is based on the following three elements required of all federal agencies:

- A **Five-year Strategic Plan** that includes long-term, results-oriented goals covering each of its major functions.
- An **Annual Performance Plan** that establishes the performance goals for the applicable fiscal year, a brief description of how these goals are to be met, and a description of how these performance goals and outcomes were evaluated.
- An **Annual Performance Report** that reviews the agency's success or failure in meeting its targeted performance goals.

The GPRA Measures that grantees submit contribute to the OELA Annual Performance Report to Congress.

2016 NAM GPRA Measures

- **Measure 1**: The number and percentage of ELs served by the program who score proficient or above on the State reading assessment.

- **Measure 2**: The number and percentage of ELs served by the program who are making progress in learning English as measured by the State-approved English language proficiency assessment.

- **Measure 3**: The number and percentage of ELs served by the program who are attaining proficiency in English as measured by the State-approved English language proficiency assessment.

Note: Data from local assessments are acceptable for evaluation under a performance measure only in cases in which a grantee is in a state that is undergoing an assessment transition.

2016 NAM GPRA Measures (Continued)

- **Measure 4**: The number and percentage of students served by the program who are enrolled in Native American language instruction programs.

- **Measure 5**: The number and percentage of students making progress in learning a Native American language, as determined by each grantee. This may include measures such as performance tasks, portfolios, and pre-and post-tests.

- **Measure 6**: The number and percentage of students who are attaining proficiency in a Native American language as determined by each grantee. This may include measures such as performance tasks, portfolios, and pre-and post tests.

2016 NAM GPRA Measures (Continued)

For programs that received Competitive Preference Points:

- **Measure 7**: The number and percentage of preschool children ages three and four enrolled in the program.

- **Measure 8**: The number and percentage of preschool children ages three and four who are screened for developmental or cognitive delays.

- **Measure 9**: The number and percentage of coordination contacts between elementary schools and early learning programs to improve coordination and transition of children from preschool to kindergarten.

REPORTING FORMS

POST AWARD:

1. GPRA Measures / Annual Targets.

2. Project-Specific Performance Outcomes Table.

3. Quarterly Budget and Monitoring Form.

4. APR 524B – Project Status and Progress.

2016 NAM GPRA MEASURES *Please check the measures your project will address*	TARGET						
	BASELINE	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**TOTAL ***
☐ **Measure 1**: The number and percentage of English learners (ELs) served by the program who score proficient or above on the state reading assessment.							
☐ **Measure 2**: The number and percentage of ELs served by the program who are making progress in learning English *as measured by the State approved English language proficiency assessment.*							
☐ **Measure 3**: The number and percentage of ELs served by the program who are attaining proficiency in *English as measured by the State approved English language proficiency assessment.*							
☐ **Measure 4**: The number and percentage of students served by a NAM grant who are enrolled in Native language instruction programs.							
☐ **Measure 5**: The number and percentage of students making progress in learning a Native language, as determined by each grantee, *including through measures such as performance tasks, portfolios, and pre and post-tests*							
☐ **Measure 6**: The number and percentage of students who are attaining proficiency in a Native language as determined by each grantee, *including through measures such as performance tasks, portfolios, and pre- and post-tests.*							
☐ **Measure 7**: For programs that received competitive preference points the number and percentage of preschool children ages three and four enrolled in the program.							
☐ **Measure 8**: For programs that received competitive preference points, the number and percentage of preschool children ages three and four who are screened for developmental or cognitive delays.							
☐ **Measure 9**: For programs that received competitive preference points, the number and percentage of coordination contacts *with between elementary schools and early learning programs to improve coordination and transition of children from preschool to kindergarten.*							

PR/Award # (11 characters): _____

SECTION A / GPRA Measures Data (See Instructions. Use as many pages as necessary.)

[ ] Check if this is a status update for the previous budget period.

GPRA #1 [ ] *Check if NOT applicable to your project*	Measure Type	Quantitative Data					
Measure 1:	**GPRA**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			/			/	

GPRA #2 [ ] *Check if NOT applicable to your project*	Measure Type	Quantitative Data					
Measure 2:	**GPRA**	**Target**			**Actual** Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			/			/	

GPRA #3 [ ] *Check if NOT applicable to your project*	Measure Type	Quantitative Data					
Measure 3:	**GPRA**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

GPRA Measure #1:

GPRA Measure #2:

GPRA Measure #3:

Project Specific Performance Measures

2016 PROJECT SPECIFIC PERFORMANCE MEASURES *Please check the measures your project will address*	TARGET OUTCOMES Can be quantitative or qualitative						
	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL *
GOAL 1							
Performance Measure Outcome 1.1 :							
Performance Measure Outcome 1.2 :							
Performance Measure Outcome 1.3 :							
GOAL 2							
Performance Measure Outcome 2.1 :							
Performance Measure Outcome 2.2 :							
Performance Measure Outcome 2.3 :							
GOAL 3							
Performance Measure Outcome 3.1 :							
Performance Measure Outcome 3.2 :							
Performance Measure Outcome 3.3 :							
Add more space as needed							

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award # (11 characters): _____

SECTION A – PROJECT Performance Objectives - Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective   [ ] Check if this is a status update for the previous budget period.

1.a. Performance Measure	Measure Type	Quantitative Data					
	PROJECT		**Target**			**Actual Performance Data**	
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
	PROJECT		**Target**			**Actual Performance Data**	
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Discussion Break

Work with the people at your table to discuss:
- The GPRA Measure Targets.
- Your Project-Specific Performance Measures.

Questions to ask each other:
1. How are you addressing the GPRA measures you selected for your project?
2. What are your GPRA targets and how did you determine them?
3. What data will you collect and how will it be analyzed for reporting?
4. How would you apply these same questions to your Project- Specific Performance Measures?

BUDGET MANAGEMENT

POST AWARD REQUIREMENTS:

- Grants will be governed by the Uniform Guidance, 2 CFR Part 200, as adopted by ED at 2 CFR 3474.

- Additional Information on the Uniform Guidance can be found in the FAQs and at this website: http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html

- Fiscal Management Training: http://www2.ed.gov/fund/grant/about/training-management.html

BUDGET MANAGEMENT (CONTINUED)

BUDGET JUSTIFICATIONS:

All project costs must meet the following criteria:

- **Allowable** – Either permitted or not specifically prohibited; and necessary for project success.

- **Allocable** – Expended for a particular purpose or time period that benefits the grant.

- **Reasonable** – Costs that would be incurred by any prudent person.

- **Necessary** – Needed to implement the grant.

BUDGET MANAGEMENT (CONTINUED)

DRAWDOWNS:

- Make timely drawdowns

- Request funds only for immediate needs.

- Minimize time between drawdowns and disbursements.

CARRYOVER: *(2 CFR 200.308(d) & 34 CFR 75.253(d)(1))*

- Carryover refers to the movement of unexpended funds from one budget period to the next. Under expanded authorities, you do not need prior approval.

- In your annual report, we will ask you to explain any unexpended funds or delayed activities.

BUDGET MANAGEMENT (CONTINUED)

The "Expanded Authorities" Amendments:

Provisions in *2 CFR 200.308* that allow grantee flexibility to make post-award changes and budget revisions that are consistent with the activities and budgets in the approved application and that do not change the scope or objectives of the grant.

BUDGET MANAGEMENT (CONTINUED)

**Grant changes *still* requiring prior approval
(i.e., not permitted by "expanded authorities")**

- Changes in project scope or objectives.

- Changes in the project director or other key persons specified in the award document (see box 5 of the GAN).

- The absence for more than 3 months or a 25% reduction in time of the approved project director.

- The need for additional Federal funds.

- The transfer of funds allotted for training allowances to other categories.

- Transfer or contracting out of any work (does not apply to supplies, material, equipment or general support services).

NEXT STEPS

- OELA Program Officer, Fengju Zhang will **follow up with each grantee** after the Post Award Conference between PO and Grantee personnel.

- **Collect the requested forms and information** specified in the post award conference.

- Establish and promote **open lines of communication** and real partnerships with you.

Submitting Reports

All Grantees with multi-year grants must submit an Annual Performance Report (APR via G5).

GRANTEE	PERFORMANCE PERIOD	BUDGET PERIOD	REPORT DUE
FY2016	August 01, 2016 – July 31, 2017	August 01, 2016 – July 31, 2017	MAY 31, 2017

Resources

- Office of English Language Acquisition (OELA)
  http://www2.ed.gov/about/offices/list/oela/index.html

- National Clearinghouse for English Language Acquisition (NCELA)

  https://ncela.ed.gov/

- Uniform Guidance (2 CFR Part 200)

  http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

- Education Department General Administrative Regulations (EDGAR)

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

- SAM: System for Award Management
  https://www.sam.gov/portal/SAM/##11

THANK YOU!