

2018 Native Youth Community Projects Frequently Asked Questions

Purpose and Absolute Priority

1. What is the Demonstration Grants program and how is it related to the Native Youth Community Projects (NYCP)?

The Demonstration Grants program, which by statute is intended to “develop, test, and demonstrate the effectiveness of services and programs to improve educational opportunities and achievement of Indian children and youth,” provides the underlying statutory authority for the NYCP program. (Section (§) 6121(a) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)).

Since 2015, the Department has used an absolute priority under the Demonstration Grants program to create the NYCP program, authorized under Title VI (Indian education) of the ESEA.

2. What is the focus and general purpose of the NYCP Absolute Priority under the Demonstration Grants program?

The NYCP program funds grant awards of up to four years to high-need American Indian and Alaska Native (AI/AN) communities to ensure the college and career readiness of Indian students. NYCP grants support projects that implement culturally relevant and community-coordinated strategies that are informed by evidence and data and address the greatest in- and out-of-school barriers facing students.

3. What is a “native youth community project” or NYCP?

A NYCP is:

1. Focused on a defined local geographic area;
2. Centered on the goal of ensuring that Indian students are prepared for college and careers;
3. Informed by evidence, which could be either a needs assessment conducted within the last three years or other data analysis, on—
 - a. The greatest barriers, both in and out of school, to the readiness of local Indian students for college and careers;
 - b. Opportunities in the local community to support Indian students; and
 - c. Existing local policies, programs, practices, service providers, and funding sources;
4. Focused on one or more barriers or opportunities with a community-based strategy or strategies and measurable objectives;
5. Designed and implemented through a partnership of various entities, which—
 - a. Must include—
 - i. One or more Tribes or their Tribal education agencies (TEAs); and
 - ii. One or more Bureau of Indian Education (BIE)-funded schools, one or more local educational agencies (LEAs), or both; and
 - b. May include other optional entities, including community-based organizations, national nonprofit organizations, and Alaska regional corporations; and
6. Led by an entity that—
 - a. Is eligible for a grant under the Demonstration Grants for Indian Children program; and
 - b. Demonstrates, or partners with an entity that demonstrates, the capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.

4. What does it mean to have a goal of college and career readiness?

The goal of all NYCPs is to improve the college and career readiness of Indian students in the local community. Each applicant must develop its own objectives for reaching that goal based on a local needs assessment. The objectives may address in- or out-of-school issues.

5. What are the new ESEA requirements for this competition?

There are several new statutory requirements under the ESEA, as amended by the ESSA, which apply to the FY 2018 grants. These are:

- a) A requirement that programs focusing on early childhood and kindergarten be effective in preparing children to make sufficient academic growth by the end of grade 3 (see **FAQ # 6**);
- b) A requirement that all applicants submit information demonstrating that their proposed program is evidence-based, where applicable (see **FAQ # 7**); and
- c) A requirement that applicants describe how families, as well as parents, will be involved in the development and implementation of the NYCP project.

In addition, there is a new **open licensing** requirement that applies to this program and all Education Department grants, as explained in **FAQ # 51**.

6. What is the new statutory requirement for Early Childhood and Kindergarten programs?

The statute continues to authorize the use of funds for early childhood and kindergarten programs, but only programs that are effective in preparing young children to make sufficient academic growth by the end of grade 3 (ESEA § 6121(c)(7)).

Applicants proposing an early childhood project should address the effectiveness of the proposed model in the project design section of their application narrative and other relevant sections of the application package. Any activities chosen must be supported by the needs assessment or other data analysis.

Note, however, that the requirement that such services be “effective in preparing young children to make sufficient academic growth by the end of grade 3” is not necessarily the same as the requirement that the project be “evidence-based,” which we address in **FAQ # 7** below.

7. What is the new evidenced-based requirement?

The ESEA now requires that new applicants for the NYCP Demonstration grants must provide information demonstrating that the proposed project is evidence-based, where applicable, which may include a program modified to be culturally appropriate for the students to be served (ESEA § 6121(d)(3)). Applicants should present or provide information regarding this by uploading an attachment in Part 6 of the Application addressing the evidence supporting their proposed interventions.

Evidence-based is defined in ESEA 8101(21) as: an activity, strategy, or intervention that:

1. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - o Strong evidence from at least 1 well-designed and well-implemented experimental study;
 - o Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; **or**
 - o Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; **or**
2. demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

For additional guidance on evidence-based programs, applicants may refer to the Education Department General Administrative Regulations (EDGAR) definitions (34 CFR Part 77), available at: https://www.ecfr.gov/cgi-bin/text-idx?SID=efbe8a49513031cc741535b0ff79e3a7&mc=true&node=se34.1.77_11&rgn=div8

Further information is available in the Department of Education's (ED's) Non-regulatory guidance: Using Evidence to Strengthen Education Investments (2016)
<https://www2.ed.gov/policy/elsec/leg/essa/guidanceeusesinvestment.pdf>

8. What does the requirement that a project must be focused on a “defined local geographic area” mean?

A NYCP must be focused on a defined local geographic area. The project design must be informed by data on the specific needs, barriers and opportunities within the local, defined geographic area, with the goal of ensuring that the AI/AN students in that area are prepared for college and careers. A description of the defined geographic area must be included in Part 6, Other Attachments, of the application.

9. What is the definition of “community” and how does this definition relate to a defined local geographic area?

Community refers to a local geographical area(s) where AI/AN students share similar needs and interests (see **FAQ # 8** for more information on “defined local geographic area”). Projects may not select a subpopulation of AI/AN children based on Tribal affiliation; the project should serve all AI/AN students who are experiencing the identified barrier or barriers within the defined geographic area who share the demonstrated need(s). Resources and services must be directed toward identified need.

Target Population

10. What is the primary target population for students to be served by an NYCP grant?

The NYCP grants must be used **primarily** to serve AI/AN children and youth. The term “youth” in NYCP priority is not meant to limit the age groups of students served by the projects to adolescents. NYCP projects may address barriers experienced by AI/AN children from early childhood through the age limit for which the State provides free public education.

As defined in 34 CFR § 263.20, Indian means an individual who is—

- (1) A member of an Indian tribe or band, as membership is defined by the Indian tribe or band, including any tribe or band terminated since 1940, and any tribe or band recognized by the State in which the tribe or band resides;
- (2) A descendant of a parent or grandparent who meets the requirements described in paragraph (1) of this definition;
- (3) Considered by the Secretary of the Interior to be an Indian for any purpose;
- (4) An Eskimo, Aleut, or other Alaska Native; or
- (5) A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

11. May NYCP grant funds serve non-Indian students?

If the project focus is for an entire grade or school and there are only a *minimal* number of non-Indian students such that the inclusion of those students would not add to the grant costs, then they may be included. However, keep in mind that the project must be based on an assessment of the barriers and opportunities for the local AI/AN students and thus be tailored to their needs to be school ready and college or career prepared.

Eligibility and Partnership Requirements

12. Who is eligible to apply for NYCP grants?

Eligible applicants for the NYCP are:

- (1) an LEA (including charter schools that are LEAs under State law),
- (2) an Indian Tribe or its TEA,
- (3) an Indian organization,
- (4) BIE-funded schools,
- (5) a Tribal college or university (TCU) ,
- (6) a State Educational Agency (SEA), or
- (7) a consortium of such entities.

13. What is the NYCP partnership requirement?

To be considered for an award, applications must be submitted by a partnership that meets the requirements of the NYCP absolute priority. The partnership **must** include the *required* partners, which are at least one Tribe or its TEA, and at least one LEA or BIE-funded school. Additionally, the partnership must include at least one entity with a demonstrated capacity to improve student outcomes that are relevant to the project focus, in accordance with the definition of NYCP. This entity could either be one of the two *required* partners (i.e., the Tribe/TEA and the LEA/BIE-funded school), or an additional partner (see **FAQ # 16** below). Please note that if your two *required* partners (i.e., the Tribe/TEA and the LEA/BIE-funded school) do not have this demonstrated capacity to improve student outcomes, your partnership must include at least one additional partner that does have this demonstrated capacity. The partnership must be led by an eligible entity (see **FAQ # 12** above).

Also, all applications for the NYCP priority must include a partnership agreement, as described in the Notice Inviting Application (NIA). Please see **FAQ # 14** below for more information about this agreement.

14. What should be in an NYCP Partnership Agreement in order for the application to be valid and eligible?

In order to be eligible for a grant, an applicant must submit a single partnership agreement, which must be uploaded in Part 6 of the Application. The NYCP partnership agreement:

1. Must be signed and dated by the required partners (at least one Tribe or TEA, and at least one LEA or BIE-funded school) in the proposed project. Other major partners should also be included, but the agreement does not need to be signed by other partners who will play a minor role.
2. Must be specific to this FY 2018 NYCP project, not a more general agreement about the relationship between the parties, or an old agreement about another project that is not NYCP.
3. Must identify the responsibilities of each partner in the proposed project.

The agreement should be one single agreement, not multiple agreements with various partners, in order to show the community-based, collaborative nature of the proposed project.

Other partners, besides those required above, may be listed and sign and date the main agreement to show understanding and commitment to the collaboration of all partners and keep the agreement as one main agreement.

15. Can an entity other than the Tribe (or its TEA) serve in the Tribe's place as a required partner in the partnership with an LEA or BIE-funded school?

Yes, a Tribe can authorize an entity, such as a TCU or a Tribal non-profit organization, to serve in its required place in the partnership. In such cases, the application must include a **Tribal resolution** that authorizes the entity to take the place of the Tribe and to apply for this particular grant on behalf of the Tribe. For 2018, the Tribal resolution should address and reference the FY 2018 NYCP competition.

If so authorized by the Tribe, the entity applying in lieu of the Tribe must partner with at least one LEA or BIE-funded school. If such a Tribally-designated entity is the lead applicant, the application would still receive points under Competitive Preference Priority 2 (CPP2) if the entity is a Tribal organization (as defined in the NIA) or a TCU.

If there is no such Tribal resolution, an entity such as a TCU or Tribal non-profit organization may still be a part of a partnership, but this partnership must include at least the two required partners (one Tribe (or its TEA) and at least one LEA or BIE-funded school). Although not eligible to apply alone, entities such as a TCU or Tribal non-profit organization could play a major role in the proposed project.

16. Are applicants required to have additional partners to those required?

No, although a number and variety of partners may be added to meet the proposed specific objectives of an applicant’s project.

17. What are the possible roles for Institutes of Higher Education (IHEs) in NYCP grants?

An IHE, including a TCU, can be an applicant, as long as its application includes the required partners. Other IHEs, including Native American Serving Non-Tribal Institutions can be vital partners in a NYCP; for example, although postsecondary education, training, or employment services are not allowable uses of funds under NYCP, an IHE could provide direct services to AI/AN youth.

18. Can a TCU apply if it has a school district or BIE-funded school as partner?

A TCU can apply for an NYCP grant if it is part of a partnership that also includes at least the two required partners (i.e., the Tribe/TEA and the LEA/BIE-funded school). The only situation in which a TCU could apply without the Tribe as partner is if the application includes a Tribal resolution that authorizes the TCU to apply for this specific grant on behalf of the Tribe. For 2018, the Tribal resolution should reference the FY 2018 NYCP competition.

19. What is the role of parents and families under the NYCP?

The active involvement of parents *and families* is critical to student college and career readiness. Applications must now include a description of how parents *and family* of Indian children, and Tribal representatives, have been and will be involved in developing and implementing the project (ESEA § 6121(d)(3)).

Funding and Budget

20. What is the estimated range of awards?

The estimated range of awards is \$500,000 - \$1,000,000 per project year. The Department set this funding range to encourage applicants to propose projects that address multiple widespread challenges and opportunities in communities to college and career readiness.

21. We are a small community with limited resources; should we still request the maximum award amount?

The average amount of past awards granted is approximately \$575,000. Under the selection criterion “Adequacy of resources,” applicants will be evaluated by the extent to which requested costs are reasonable in relation to the number of persons to be served, the activities proposed, and the anticipated results and benefits. There is no preference for smaller awards. Proper alignment between the size of the budget and the project described is critically important.

Regardless of the award amount, a grantee is required to properly manage the funds and have institutional capacity to provide oversight to the project. Applicants concerned about their institutional capacity to manage large awards may wish to seek partners that can assist with this requirement of the proposed project.

22. What activities are allowable under an NYCP grant?

Activities must meet the purpose of the Demonstration Grants program, which is to develop, test, and demonstrate the effectiveness of services and programs to improve educational opportunities and achievement of AI/AN children. The allowable activities under the statute (ESEA § 6121(c)) are broad, but applications for this competition must include the elements required for the NYCP absolute priority (see FAQ #3). The beneficiaries of the Demonstration Grants must be Indian children (see definition of “Indian” in 34 CFR § 263.20 and FAQ #10 above). Although it may be appropriate for an NYCP to focus on parents of AI/AN students (e.g., parental involvement in schools or a family literacy approach) as a strategy to increase college and career readiness of Indian students, a general community-wide program to alleviate the effects of poverty, for example, would be outside the scope of an NYCP project.

23. What costs are permitted under the NYCP?

Proposed activities and associated costs stipulated in an applicant’s proposed budget must be adequately described and must be reasonable, allocable, and necessary.

For information on these cost principles, applicants are encouraged to refer to Subpart E of the Uniform Guidance ([2 CFR Part 200 Subpart E, Basic Considerations](#)). In addition, the Uniform Guidance has [General Provisions for Selected Items of Costs](#) that identify costs that are either not allowed (e.g., alcohol) or have restrictions/requirements on allowability (e.g., conferences or travel). Generally, costs associated with the purchase of automobiles, incentives (i.e., trinkets) and training stipends are not allowable under this program.

24. Can we include funding for planning activities?

No. NYCP grants are to support implementation of proposed projects, and grant funds may not be used for planning purposes prior to implementation. However, grantees may use funds to regularly collect and review performance and outcome data in order to improve the implementation of the project as part of capacity-building efforts.

25. Does this application require cost-matching or in-kind contributions?

This competition does not require cost sharing or matching. Applicants will not be awarded points for including or adding these to their application.

26. Is it allowable to award sub-grants to entities to directly carry out project activities?

A grantee under this program may **not** award sub-grants to entities to carry out project activities described in its application. However, a grantee may award contracts to carry out project activities.

27. What are indirect costs (IDC)?

Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function, or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. For more information about indirect costs, see the website of the Department’s Office of the Chief Financial Officer: <http://www.ed.gov/about/offices/list/ocfo/intro.html>.

A grantee must have a current indirect cost rate agreement to charge indirect costs to a grant’s direct cost base per sections 75.560 – 75.564 of EDGAR. An applicant must provide the indirect cost rate agreement in Part 6 of the application. To obtain an indirect cost rate agreement or renew a prior agreement, a grantee must contact its cognizant agency and negotiate an indirect cost rate agreement. For further information about indirect costs, see the section under Part 5 of the application entitled “Important Information Regarding Indirect Costs.”

Program Narrative

28. Where will I find the selection criteria for this competition?

The selection criteria for this competition are addressed in the *application narrative* section of the NIA and 2018 NYCP Application Package. The application narrative should follow the order of the selection criteria as specified.

29. How do the absolute priority requirements relate to the selection criteria for the NYCP competition? Where do I address them in my application?

The application contains multiple submission requirements, including verification that the project meets the NYCP absolute priority and the six (6) selection criteria in the NIA and the 2018 NYCP Application Package (see the table below). For detailed information on the selection criteria and sub-criteria and weight for each, refer to the NIA and the Application Package.

30. What is the required “needs assessment or other data analysis,” and what purpose does it serve?

The needs assessment or other data analysis identifies the local barriers, existing resources, and potential opportunities to support the college and career readiness of Indian children in the community to be served by the proposed NYCP.

Evidence of the needs assessment or other data analysis is required in Part 6, Other Attachments, of the application. Note, however, that the requirement that the project be informed by evidence (such as a needs assessment) regarding barriers, opportunities, and resources, is not the same as the requirement that the project be “evidence-based,” which we address in **FAQ # 7** above. The needs assessment can be developed by the applicant.

To conduct the needs assessment prior to applying, each applicant should analyze data on its defined geographic area and participant population to identify and assess the barriers, opportunities, and resources for AI/AN students for college and career readiness. The needs assessment or data analysis must be sufficiently detailed to identify and assess the barriers and opportunities facing the community.

If the needs assessment is lengthy, applicants can upload a summary statement in lieu of the actual document in Part 6, Other Attachments.

31. Must an applicant hire a contractor to conduct a needs assessment?

No. Applicants are not required to hire a contractor to perform a needs assessment or data analysis. An applicant may conduct its own needs assessment or may use an existing needs assessment, as long as it was conducted for the same local community, was conducted within the last three years, and is relevant to the NYCP priority.

32. What is meant by “opportunities” in the definition of NYCP?

The definition of NYCP requires that the project be informed by data on not only barriers but also “opportunities in the local community to support Indian students” and requires that the project be “focused on one or more barriers or opportunities.” In this context, “opportunities” refers to untapped resources or areas of success that might be used to address the needs of the community.

33. How can an applicant develop a project based on the local needs assessment?

Applicants should describe how the needs assessment and other analyses (including descriptions of existing resources, the expertise of partners in the project, and other strengths and supports) informs the project design (including the strategy or strategies that best address the need or opportunity identified), which informs the specific services to be provided, which informs the measurable objectives.

34. What if our community supports readiness for careers in a subsistence economy?

To participate in NYCP, the community’s needs assessment should reveal the barriers and opportunities for AI/AN youth, whether they want to participate fully in careers needed in the community or pursue postsecondary education and training. Communities with subsistence economies are encouraged to use the information gathered through the needs assessment to consider how NYCP funding might introduce creative opportunities to prepare their children to become lifelong contributors to the community (e.g. financial literacy and capability, legal and treaty negotiations, and effective language and communication).

Table: Parts of the Application

#	NYCP ELEMENTS OF ABSOLUTE PRIORITY	Application Narrative (Where Applicants Address the Selection Criteria)					Part 6, Other Attachments	
		a. Need for Project	b. Quality of Project Design	c. Quality of Project Personnel	d. Quality Adequacy of Resources	e. Quality of Management Plan	f. Quality of Evaluation	
1	Focused on a defined local geographic area		<input checked="" type="checkbox"/>				REQUIRED	
2	Goal of college and career readiness of local Indian students		<input checked="" type="checkbox"/>					
3	Informed by evidence (a needs assessment or other data analysis) on: (i) The greatest barriers to readiness; (ii) Opportunities in the local community to support Indian students; (iii) Existing local resources	<input checked="" type="checkbox"/>					REQUIRED	
4	Focused on one or more barriers or opportunities		<input checked="" type="checkbox"/>					
5	Uses a community-based strategy or strategies		<input checked="" type="checkbox"/>					
6	Includes measurable objectives		<input checked="" type="checkbox"/>					
7	Partnership that includes the required entities; evidenced by a signed partnership agreement		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	REQUIRED
8	Lead applicant or a partner is an eligible entity and has demonstrated the capacity to improve outcomes that are relevant to the project focus			<input checked="" type="checkbox"/>				REQUIRED

The table above shows where to address the absolute priority requirements in relation to the selection criteria in the application narrative. A indicates in which selection criteria of the application narrative you should reference the absolute priority requirements. Under Part 6, Other Attachments, a “REQUIRED” denotes where it is required that you upload documentation to meet the absolute priority requirement.

35. What are examples of existing resources?

The NYCP definition requires applicants to examine existing resources in determining the best strategy to reach the project goal. These resources could include existing funding sources, such as the school district's Title VI formula grant or Title I formula grant under the ESEA, and/or other Federal discretionary grants received by the district, Tribe, or other organization. Additionally, philanthropic resources such as donations from private entities and other sources could be leveraged. The skills and knowledge of project partners may also be considered a valuable resource.

36. What does “demonstrates the capacity to improve outcomes” mean?

Each eligible NYCP applicant must demonstrate that either the lead applicant or one of the partners in the project has the capacity to improve student outcomes that are relevant to the project focus. This must be demonstrated through prior experience with programs funded through other sources, including Federal, State, Tribal, local, and philanthropic resources. However, the evidence of past success must be relevant to the project focus, and may include a partnership with a partner that has experience and success with such a program. The evidence of past success does not need to be specific to AI/AN students, but if it is not, the program model chosen must be modified to be culturally appropriate.

37. How can an applicant involve “Indian Tribes and parents and families of Indian children” in proposed activities?

In Part 6 of the application, “Other Attachments,” applicants must provide evidence of how Indian Tribes, parents, and families have been, and will be, involved in developing and implementing the proposed activities. In addition, under the selection criterion “Quality of the management plan,” applications will be evaluated on the extent to which Indian Tribes and parents and families of Indian children have been, and will be, involved in developing and implementing the proposed activities. For example, an applicant may submit evidence of consultation with parents/families regarding student needs for afterschool programming to satisfy the pre-application parent involvement requirement, and might submit a plan for acquiring feedback from parents/families throughout the grant period to satisfy the implementation involvement requirement. The applicant could submit similar evidence with regard to Tribal involvement, for example, evidence of strategy meetings with Tribal leaders to develop the NYCP proposal, and planned meetings of the partnership, including Tribal officials, throughout the grant period. If the Tribe is the lead applicant, then it need only include evidence of parent/family involvement in developing and implementing the project.

38. Should the NYCP Application Include a Logic Model?

Yes, all applicants should include a logic model. The ESEA now requires that applicants for these grants provide information demonstrating that the proposed project is evidence-based, where applicable (see **FAQ # 7**); one way to demonstrate an evidence basis is by showing that the intervention “demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and... includes ongoing efforts to examine the effects of such activity, strategy, or intervention.” (ESEA § 8101(21)). The phrase “demonstrates a rationale,” as defined in EDGAR, means “a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.” (34 CFR 77.1, emphasis added).

EDGAR defines a logic model as “a framework that identifies key project components of the proposed project (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.” (34 CFR 77.1, emphasis added). EDGAR provides further definitions for the underlined terms:

- Project means the activity described in an application.

- Project component means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual project component or to a combination of project components (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers).
- Relevant outcome means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.

In developing the project design, from the needs assessment to the completed application, applicants can use a logic model to show the planned tasks, various partners, interventions and expected results. The logic model assists implementers and managers in designing, communicating and managing a complex project with multiple components.

More information about logic models can be found at this website:

<https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2015057>.

Evaluation and GPRA Measure

39. What are the two Performance GRPA Measures for this Competition?

Pursuant to the Government Performance and Results Act of 1993 (GPRA), the Department has developed the following measures for evaluating the overall effectiveness of the Demonstration Grants for Indian Children. These are:

GPRA Measure 1: the percentage of the annual measurable objectives, as described in the grant application, that are met by the grantees; and

GPRA Measure 2: the percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

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

40. What is community collaborative effort and how can I demonstrate an increase?

One of the GPRA performance measures is designed to assess successful place-based projects as measured by increased community participation and collaboration in the project. Although this element may be difficult to assess with objective measurable data, all projects can collect self-reported data on collaborative efforts. For example, a grantee could conduct a pre- and post-assessment by giving a survey at the start of the grant period and at the end of each grant year. Although NYCP is a direct services grant, we expect that collaboration among partners will facilitate capacity-building within the community, generating positive results and practices for student college and career readiness beyond the period of Federal financial assistance.

41. What is a measurable objective?

Measurable objectives state what will be done, by whom, to whom, on what date, and specifically how it will be measured or what data will be used to document progress or completion of the objective. Grantees must use measurable objectives to guide their work in carrying out the strategy chosen to meet the purpose of the program and reach the goal of the project. The measurable objectives indicate how the program will result in the increased college and career readiness of Indian children. The measurable objectives may include significant activities or interventions to affect change and track progress or the lack thereof. Data collected based on the project design and evaluation plan will inform and substantiate if the project is reaching the expected progress. Data collection might be more frequent based on the project management and evaluation plans.

42. How can we measure college and career readiness?

There are many different measures documenting students' readiness for college and careers depending on the levels of performance and development of AI/AN students. Applicants are free to use the measure or measures that make sense for their respective communities and are consistent with their proposed project. Examples of measureable objectives include: increase the number of students in rigorous coursework by 20%, provide every 4th grade student with an additional 2 hours of Native language instruction, and reduce truancy by 10% each project year.

Competitive Preference Priorities

43. What is a Competitive Preference Priority (CPP) and where should applicants indicate what Competitive Preference Priorities they are requesting from the Department?

We award additional points to an application that addresses or meets the requirements of any of the CPPs for this program. In the NIA for the NYCP competition, we have identified four CPPs. These CPPs are for: 1) projects that will serve a rural local community, 2) an application in which the lead partner is an eligible Indian entity, 3) projects located in a Promise Zone, or in which the lead applicant or one of its partners has received a specified grant, and 4) projects designed to address increasing access to educational choice for students who are Indians. These points are in addition to the up to 100 points available under the selection criteria. (See FAQs below for more information on each CPP.)

The Department suggests, but does not require, that an applicant indicate in the abstract of the project the CPPs they are requesting.

In addition, for CPP 3, supporting documentation must be uploaded in Part 6, Other Attachments, and clearly marked.

For CPPs 2, applicants can either upload in Part 6 supporting documentation, or can upload a document in Part 6 that shows where in the project narrative it is addressed.

For CPP 4, applicants are encouraged to respond throughout the project narrative, in the responses to the selection criteria that are relevant (e.g., the Quality of the project design, management plan, personnel and evaluation). In Part 6, Other Documents, of the application, the applicant should also provide a reference to the sections or page numbers of the application where the applicant has provided information regarding CPP 4. Alternatively, information to support this CPP could be uploaded as a separate attachment in Part 6, Other Attachments, and clearly marked as CPP 4.

44. What is Competitive Preference Priority One?

The Department will award two (2) points to projects that will serve a rural local community. To be "rural," projects must include an LEA that is eligible under the Small Rural School Achievement (SRSA) or Rural and Low-Income (RLIS) program, or a BIE-funded school that is located in an area designated by the U.S. Census Bureau with a locale code of 42 or 43.

The list of LEAs eligible for SRSA and RLIS is available on the REAP webpage on the Department's website at <http://www2.ed.gov/programs/reapsrsa/eligibility.html>. Information on Census locale codes is available on the National Center for Education Statistics' webpage on the Department's web site at http://nces.ed.gov/ccd/rural_locales.asp.

45. What is Competitive Preference Priority Two?

Although all NYCP grantees are required to have an eligible Indian Tribe or its Tribal education agency (TEA) as a partner, we award three (3) points to an application in which the lead partner is an eligible Indian Tribe or its TEA, an Indian organization (as defined in NIA), or a Tribal college or university (as defined in section 316(b) of the Higher Education Act of 1965, as amended (HEA). Applicants that have a Tribe as one of the partners but do

not have a Tribal lead, but rather a different lead entity (e.g., an LEA) will not receive the 3 points under CPP 2, but will still be eligible for funding.

46. What is Competitive Preference Priority Three?

We will award three (3) points to applications that meet one of the following criteria:

- a. Designed to serve a local community within a federally designated Promise Zone; or
- b. Submitted by a partnership or consortium in which the lead applicant or one of its partners has received a grant in the last four years under one or more of the following grant programs:
 1. State Tribal Education Partnership (ESEA § 6132)
 2. Alaska Native Education Program (ESEA §§ 6301-6306).
 3. Promise Neighborhoods (ESEA §§ 4623-4624).

Note that for the grant programs listed under (b), although the citations are to the ESEA as amended by ESSA, applicants are eligible for this CPP if they received a grant under such program as authorized under either the ESEA as amended by the No Child Left Behind Act or as amended by ESSA, as long as the grant was received within the last four years (i.e., fiscal years 2014-18). To view the list of designated Promise Zones and lead organizations please go to <https://www.hudexchange.info/programs/promise-zones/promise-zones-overview/>. The certification form is available at: www.hudexchange.info/resource/4396/promise-zones-certification-form-and-guidance/. An application will not receive points for both (a) and (b) under CPP 3. Thus if you show that you either are in a Promise Zone, or received one of the four listed grants within the last four years, you will earn three points under CPP 3.

47. What is Competitive Preference Priority Four?

We will award up to five points to an application designed to address increasing access to educational choice for students who are Indians, as defined in section 6151 of the Elementary and Secondary Education Act of 1965, as amended. Please note that this definition of “Indian” is the same as the definition found in 34 CFR 263.20 (see **FAQ # 10**) that applies to this program.

48. What is educational choice?

The definition of educational choice is from the Secretary’s Final Supplemental Priorities published in the *Federal Register* on March 2, 2018 [83 FR 9096]: Educational choice means the opportunity for a child or student (or a family member on their behalf) to create a high-quality personalized path of learning that is consistent with the applicable Federal, State, and local laws; is in an educational setting that best meets the child’s or student’s needs; and, where possible, incorporates evidence-based activities, strategies, or interventions. Opportunities made available to a student through a grant program are those that supplement what is provided by a child’s or student’s geographically assigned school or the institution in which he or she is currently enrolled and may include:

- (1) Public education programs or courses including those offered by traditional public schools, public charter schools, public magnet schools, public online education providers, or other public education providers; or
- (2) Private or home-based educational programs or courses including those offered by private schools, private online providers, private tutoring providers, community or faith-based organizations, or other private education providers.

49. What are examples of educational choice?

The Department is interested in projects that support community-led approaches to increasing the number of Native youth with access to educational opportunities.

Examples of educational choice include the optional use of supplemental Education Scholarship Accounts, course choice, and the expansion of existing charter schools. Education Scholarship Accounts allow parents to use funds to pay for a limited set of education expenses for their child including, but not limited to: tutoring services, digital learning materials, summer education programs, and specialized afterschool education programs. Course choice expands access to individual courses to which students otherwise would have limited or no access. Expansion of existing charter schools includes expanding access by establishing new sites or campuses, adding a grade or grades to an existing school, or substantially increasing enrollment at an existing charter school. Applications will be judged for CPP 4 using the definition of “educational choice” in the NIA and referenced again in **FAQ # 48** above.

50. Are there existing examples of educational choice projects within the NYCP program?

Yes. In FY2015, the Department awarded an NYCP grant for the following educational choice project. The Native American Community Academy (NACA) Foundation proposed to start charter schools in Northwest New Mexico. The foundation seeks to expand on best practices recognized at the state and national level for culturally-revitalizing, rigorous academics, and sharing of Indigenous values and perspectives in education. Following a 3-year piloting phase, the NACA-Inspired Schools Network (NISN) emerged out of community efforts to establish the first network of high-performing schools dedicated solely to Indigenous education. Through an expanding network of member schools, NISN seeks to reimagine what Indigenous education and the school experience can be for Native students by creating schools of academic excellence and cultural relevance.

General Other Application Questions and Resources

51. What is the Open Licensing requirement under this competition?

Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. Grant deliverables are final versions of a work developed to carry out the purposes of the grant, e.g., instructional materials, personalized learning delivery systems, assessment systems, language tools, and teacher professional development training modules. Examples of a deliverable for these Demonstration grants might be a handbook for creating and maintaining the LEA-Tribal partnership, or a curriculum developed to incorporate the local Tribal history into the social studies curriculum.

When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works. Additionally, a grantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. This dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements please refer to 2 CFR 3474.20.

52. Who must comply with the Indian Self-Determination and Education Assistance Act (ISDEAA) hiring preference?

NYCP grants that are primarily for the benefit of members of federally-recognized Tribes are subject to the provisions of section 7(b) of the ISDEAA (Pub. L. 93-638). That section requires that, to the greatest extent feasible, a grantee—

- (i) Give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and
- (ii) 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.

A federally-recognized Tribe that receives a NYCP grant is subject to the hiring preference. If such a Tribe partners with an SEA or LEA or any other entity, that entity would be subject to the hiring preference when using NYCP funds. However, a State-recognized Tribe generally would not be subject to this hiring preference.

53. Can an entity submit more than one application?

Yes. An entity may submit multiple applications, but each application must be distinct and will be separately reviewed and scored for quality. The proposed projects in any application should not refer to services or activities that would be provided by a project described in another application. Additionally, applicants and any partners must be capable of fully implementing each proposal if selected.

54. What technical assistance (TA) will be available to applicants and grant recipients?

The Office of Indian Education (OIE) will broadcast a series of pre-application webinars after the NIA is published in the *Federal Register*. Links to these webinar and all pre-application activities will be available at the OIE website. After grants are awarded, OIE will provide on-going TA to grant recipients. This TA will support projects to work in, and with, Tribal communities to improve student achievement, build the capacity of existing organizations and institutions, conduct community outreach, gain stakeholder buy-in, and refine strategies for reaching the project objectives.