



# **Native American Language (NAL@ED)**

## **2024 Grant Competition**

### **Guidance for Prospective Applicants**

Tuesday, January 9, 2024

<https://oese.ed.gov/offices/office-of-indian-education/>



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- Online participants will be muted for this session.
- To ask a question, please type in the chat box.
- Questions will be addressed following each section of the webinar in the order received.
- This webinar will be posted on the OIE website:  
<https://oese.ed.gov/offices/office-of-indian-education/native-american-language-program/how-to-apply/>
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# Office of Indian Education

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Group Leader  
&  
NAL@ED Program Officer  
and  
Competition Manager



# Event Overview

Objectives and Who's Joining Us Today

Purpose and FY24 Competition Overview

Priorities

NAL@ED Application Requirements

Program Requirements

NAL@ED Selection Criteria

Grant Budget Information and Guidance

Application Package and Instructions

Post Application Transmittal

Resources

# Today's Event Objectives

- Learn what's in the FY2024 NAL@ED grant application package
- Understand the application and program requirements
- Understand the selection criteria
- Understand what type of forms are required
- Have an opportunity to submit questions to OIE

# What eligible entity do you represent?

- An Indian Tribe
- A school operated by the Bureau of Indian Education (BIE)
- 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)))
- A Tribal education agency (TEA)
- A private, Tribal, or Alaska Native nonprofit organization
- A local educational agency (LEA), including a public charter school that is an LEA under State law
- A non-Tribal for-profit organization
- None of the above

# How did you learn about this competition?

- OIE website
- OIE listserv
- Department of Education Grants Forecast
- Federal Register
- From a current NAL@ED Grantee
- I am a current NAL@ED Grantee
- Other





# Important

This webinar represents a portion of the required information available about the grant competition. It is not 100% comprehensive.

For full details, be sure to read:

- The [Notice Inviting Applications](#) (NIA)
- The [Application Package](#)

Remember to follow instructions on [www.grants.gov](http://www.grants.gov) and registration processes such as UEI and SAM.



# Purpose and FY24 Competition Overview

**Purpose**

**Eligibility**

**Funding Overview**

# Purposes of the NAL@ED Program

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.

- *Program Authority: Section 6133 of the ESEA 20 U.S.C. 7453. Notice of Final Priorities:*
- <https://www.federalregister.gov/documents/2020/07/14/2020-15221/final-priorities-requirements-definitions-and-selection-criteria-indian-education-discretionary>

# NAL@ED Program Eligibility

***Eligible entities for the NAL@ED Program are:***

- An Indian Tribe
- A Tribal College or University (TCU)
- A Tribal education agency (TEA)
- A local educational agency (LEA), including a public charter school that is an LEA 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 non-Tribal for-profit organization

# NAL@ED FY 2024

## Award Funds, Project Period, and Deadlines

<b>Estimated Total Award Funds Available</b>	\$2,400,000
<b>Estimated Range of Awards</b>	\$300,000-\$400,000
<b>Estimated Average size of Awards</b>	\$350,000
<b>Project Period</b>	Up to 36 months
<b>Estimated Number of Awards</b>	4
<b>Notice of Intent to Apply Deadline</b>	<b>January 17, 2024</b>
<b>Application Deadline</b>	<b>March 7, 2024</b>

# Notice of Intent to Apply

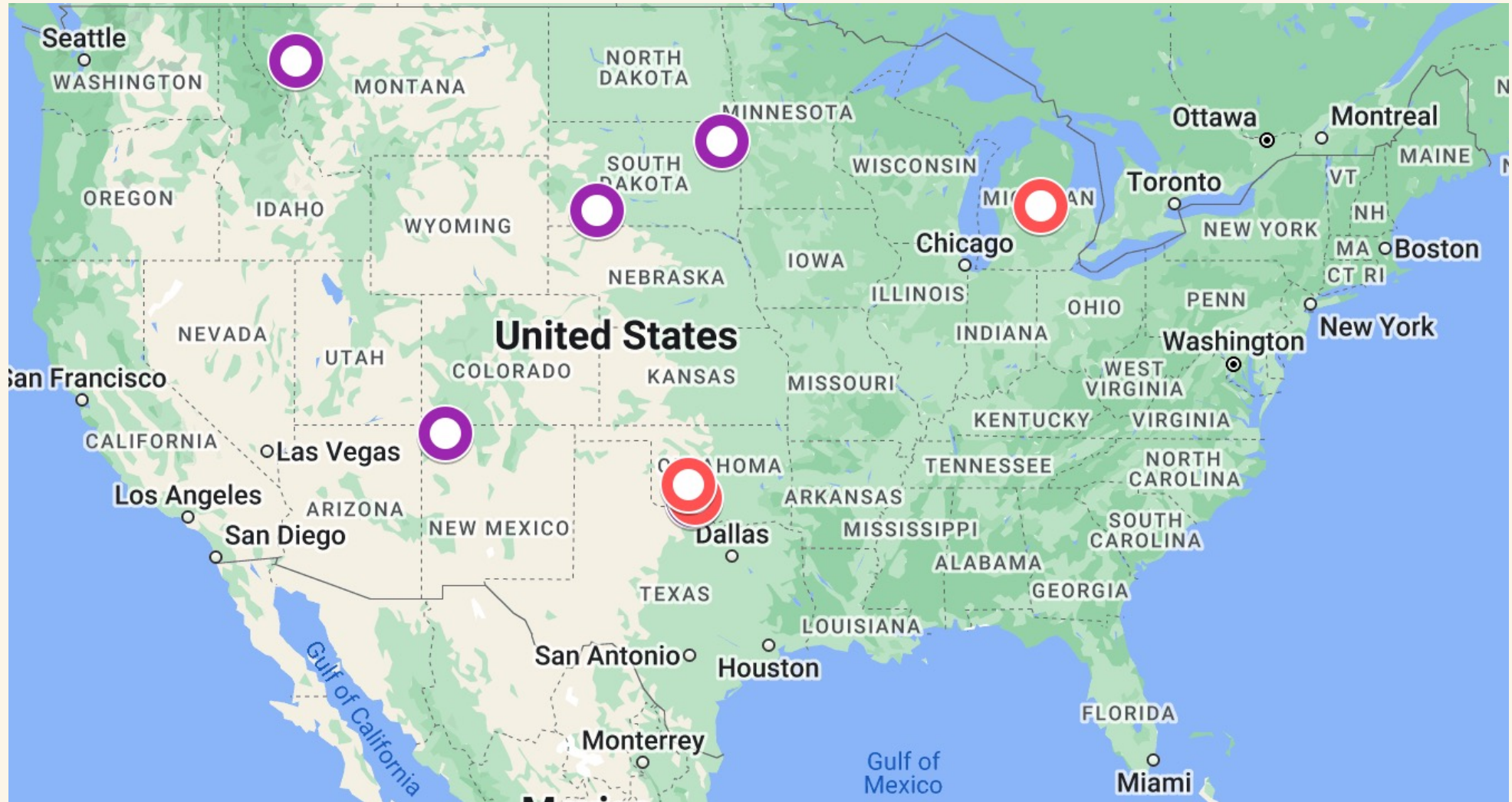
- **Deadline: January 17, 2024**
- Encouraged but not required
- Assists the Department in planning for competition
- The Department will post the names of prospective applicants and proposed languages on the NAL applicant webpage:  
<https://oese.ed.gov/offices/office-of-indian-education/native-american-language-program/how-to-apply/>

# Program Requirements that Department Must Follow

Diversity of Languages. To ensure a diversity of languages as required by statute, the Department will not fund more than one project in any competition year that proposes to use the same Native American language, assuming there are enough high-quality applications. In the event of a lack of high-quality applications in one competition year, the Department may choose to fund more than one project with the same Native American language.

Geographic Distribution. To ensure geographic diversity, assuming there are enough high-quality applications, the Department will not exclusively fund projects that all propose to serve students in the same State in any competition year. In the event of a lack of high-quality applications in one competition year, the Department may choose to fund only applications that propose to provide services in one State.

# NAL@ED Grantee Map



- FY22 Grantees
- FY23 Grantees



# Priorities

**\*Note: Applicants must choose either AP 1 or AP 2**

**Absolute Priority 1 (AP 1)**

**Absolute Priority 2 (AP 2)**

**Competitive Preference Priority 1**

**Competitive Preference Priority 2**



# **Absolute Priority 1: Develop and Maintain New Native American Language Programs**

To meet this priority, an applicant must propose to develop and maintain a Native American language instructional program that

- a) Will support Native American language education and development for Native American students, 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 or schools that will be served by the project;
- b) Will take place in a school; and
- c) Does not augment or replace a program of identical scope that was active within the last three years at the school(s) to be served.



# **Absolute Priority 2: Expand and Improve Existing Native American Language Programs**

To meet this priority, an applicant must propose to improve and expand a Native American language instructional program that


- a) Will improve and expand Native American language education and development for Native American students, 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 or schools that will be served by the project;
- b) Will continue to take place in a school; and
- c) Within the past three years has been offered at the school(s) to be served.

# Absolute Priorities - FAQ

- *Which absolute priority should I choose?*
  - Example 1: An applicant proposing a new Navajo program for 8<sup>th</sup> graders in a school that had no language program for any students since 2013 would apply under Absolute Priority 1.
  - Example 2: An applicant proposing a new Navajo language program for 5<sup>th</sup> graders – at a school where a Navajo language program currently exists for 1<sup>st</sup>-4<sup>th</sup> graders would apply under Absolute Priority 2.

# Competitive Preference Priorities (CPP)


- For FY 2024 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are competitive preference priorities (CPPs).
- We award up to an additional seven points to an application, depending on how well an application meets CPP 1, and we award an additional five points to an application that meets CPP 2.
- The maximum number of CPP points is 12.



# **Competitive Preference Priority 1: Support Project Sustainability with Title VI Indian Education Formula Grant Funds (Up to 7 points)**

To meet this priority, an applicant or a partner must receive, or be eligible to receive, a formula grant under title VI of the Elementary and Secondary Education Act of 1965, as amended (ESEA), and must commit to use all or part of that formula grant to help sustain this project after the conclusion of the grant period. To meet this priority, an applicant must include in its application

- a) A statement that indicates the school year in which the entity will begin using title VI formula grant funds to help support this project;



# Competitive Preference Priority 1: Support Project Sustainability with Title VI Indian Education Formula Grant Funds (Up to 7 points)

- b) The percentage of the title VI grant that will be used for the project, which must be at least
  - i. 20 percent of the applicant's title VI formula grant (3 points);
  - ii. 40 percent of the applicant's title VI formula grant (4 points);
  - iii. 60 percent of the applicant's title VI formula grant (5 points);
  - iv. 80 percent of the applicant's title VI formula grant (6 points); or
  - v. 100 percent of the applicant's title VI formula grant (7 points); and
- c) The timeline for obtaining parent committee input and approval of this action, if necessary.

Applicants who request points under CPP 1 must complete this form in Part 6 of the application package.

**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 Priority 1:** Up to 7 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 Award# S060A1 \_\_\_\_\_

**Current Application Cycle for SY 2022-23:**

- 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? (i.e. 20, 40, 60, 80 or 100 percent)  
\_\_\_\_\_

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?





# **Competitive Preference Priority 2: Preference for Indian Applicants (0 or 5 points)**

To meet this priority, an application must be submitted by an Indian Tribe, Indian organization, Bureau of Indian Education (BIE)-funded school, or Tribal College or University (TCU) that is eligible to participate in the NAL@ED program.

A consortium of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129 and includes an Indian Tribe, Indian organization, BIE-funded school, or TCU will also be considered eligible to meet this priority.

# Competitive Preference Priority 2: Preference for Indian Applicants (0 or 5 points)

In order to be considered a consortium application, **the application must include the consortium agreement, signed by all parties.**

**Note:** The consortium agreement must state that the members designate one member of the group to apply for the grant, detail the activities that each member of the group plans to perform, and bind each member of the group to every statement and assurance made by the applicant in the application (34 CFR 75.128(a) and (b)).

# Priorities At-A-Glance

NAL@ED Program Priorities	Required or Optional?	Where in the application Should the Applicant discuss this?
<b>Absolute Priority 1: Develop and Maintain</b> New Native American Language Programs	All Applicants are <b>Required</b> to select AP 1 <b>or</b> AP 2, not both	Abstract and Narrative
<b>Absolute Priority 2: Expand and Improve</b> Existing Native American Language Programs		
<b>Competitive Preference Priority 1:</b> Support Project Sustainability With Title VI Indian Education Formula Grant Funds	Optional	Abstract and Part 6 (see attachment in application package)
<b>Competitive Preference Priority 2:</b> Preference for Indian Applicants	Optional	Abstract

# **NAL@ED** **Application** **Requirements**

**General Requirements**

**Memorandum of Agreement**

**Applicant Engagement with Indian Tribes and Tribal Organizations**

**Certification**

# Application Requirements:

## 1. General Requirements

### **Part 6: Other Attachments**

*Attach one or more documents to the Other Attachments Form in accordance with the instructions found on [Grants.gov](https://www.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 Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 27, 2021 (86 FR 73264), and available at <https://www.govinfo.gov/content/pkg/FR-2021-12-27/pdf/2021-27979.pdf>. 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*

Many application requirements are addressed by completing provided forms and adding attachments to the application package, specifically in **Part 6: Other Attachments** section (p. 31)

# Application Requirements:

## 1. General Requirements

### Attachment: Applicant Information for NAL@ED program --Assurances

**Note:** This document is required for all applicants.

Applicant Name \_\_\_\_\_

#### Instructional language

Name of the Native American or Alaska Native language for instruction at the school(s) supported by the eligible entity: \_\_\_\_\_

**R**

#### Students to be Served

Number of students to be served by the project	Grade level of targeted students in the proposed project.

#### Instructional Hours

Total number of instructional hours per week at the school(s)	The number of hours of instruction per week in which the Native American or Alaska Native language currently being provided to targeted students at such school(s), if any.

#### Pre- and Post- assessments.

1. Is a pre- and post- assessment of Native language proficiency available? Yes/No
2. If no, what percentage of grant funds will be used for developing a pre- and post- assessment of Native language proficiency? \_\_\_ percent

#### Project Description

Provide a description of how the eligible entity will support Native American 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 towards meeting high level fluency goals in the Native American language. This description is provided in the project narrative on pp. \_\_\_\_\_.

#### Organizational information

Select the name of the governing entity(ies) of each 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 (cont'd)

Participating school's (or schools') accreditation status:

- a. If applicable, list any partnerships with institutions of higher education.
- b. If applicable, list any indigenous language schooling and research cooperatives.

#### Program Assurance

The applicant assures for each school to be included in the project—

- (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 are 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: \_\_\_\_\_

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# Application Requirements:

## 1. General Requirements

To meet the general requirements, you must complete the form titled “Attachment: Applicant Information for NAL@ED program – Assurances” available in Part 6 of the application package. The information form requires you to provide the following:

- **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.
- **Students to be served**. The number of students to be served by the project and the grade level(s) of targeted students in the proposed project.

# Application Requirements:

## 1. General Requirements

- **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.
- **Pre- and post-assessments.** Whether a pre- and post-assessment of Native American language proficiency is available and, if not, the percentage of grant funds that will be used for developing such assessment.
- **Program description.** A description of how the eligible entity will support Native American 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 American language.



# Application Requirements:

## 1. General Requirements

- **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 a local educational agency (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.

# Application Requirements:

## 1. General Requirements

**Assurance.** The authorizing representative for the applicant must sign the form provided in Part 6, indicating the following:

### Program Assurance

- (i) The school assures for each school to be included in the project—
- (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 are 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: \_\_\_\_\_
- (ii) The school provides assessments of students using the 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 Alaska Native language used in the school.
- (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.

# Application Requirements:

## 2. Memorandum of Agreement (for applicants with partners)

Any applicant that proposes to work with a partner to carry out the proposed project must include a **signed and dated** memorandum of agreement that describes the roles and responsibilities of each partner to participate in the grant, including—

- A **description of how each partner will implement the project** according to the timelines described in the grant application;
- The **roles and responsibilities of each partner** related to ensuring the data necessary to report on the Government Performance and Results Act (GPRA) indicators; and
- The **roles and responsibilities of each partner** related to ensuring that Native American language instructors can be recruited, retained, and trained, as appropriate, in a timely manner.

This memorandum of agreement must be **signed within four months prior** to the application deadline.



# Application Requirements:

## 3. Applicant Engagement with Indian Tribes and Tribal Organizations (for non-Tribal applicants)

**All non-Tribal applicants** must engage with appropriate officials from Tribe(s) located in the area served by the project, or with a local Tribal organization, prior to submission of an application.

- The engagement must provide for the opportunity for officials from Tribes or Tribal organizations to meaningfully and substantively contribute to the application.
- Non-Tribal applicants must submit evidence of either Tribal engagement or a letter of support from one or more Tribes or Tribal organizations. This evidence can be part of the memorandum of agreement required by Application Requirement 2 or can be uploaded as a separate attachment.



# **Application Requirements:**

## **3. Applicant Engagement with Indian Tribes and Tribal Organizations (for non-Tribal applicants)**

If an applicant is an affected LEA that is subject to ESEA section 8538, then the LEA is required to consult with appropriate officials from Tribe(s) or Tribal organizations approved by the Tribes located in the area served by the LEA prior to its submission of an application, on the contents of the application as required under ESEA section 8538.

# Application Requirements:

## 4. Tribal Certification

(4) Certification. An applicant that is an LEA (including a public charter school that is an LEA under State law), 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 (4)(a), containing the assurances described in application requirement (4)(b).

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:

- A federally recognized Indian Tribe or Tribal organization.
- A Tribal College or University (TCU).
- An Alaska Native Regional Corporation or an Alaska Native nonprofit organization.
- A Native Hawaiian organization.

# App

- The certification
- The school can provide education in an Alaska Native language
  - There are sufficient speakers of the target language at the school or available to be hired by the applicant organization

## 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 a local education agency (LEA) (including a public charter school that is an LEA), a school operated by the Bureau of Indian Education (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 Tribal college or university (TCU), an Alaska Native Regional Corporation or an Alaska Native nonprofit organization, or a Native Hawaiian organization.

**Applicant Agency Name:**

**Applicant Type:**

- An LEA, including a public charter school
- A school operated by the BIE.
- 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 TCU
- 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

# nts:

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applicant

# Program Requirements

**Native American Language  
Proficiency Assessment**

**Diversity of Languages**

**Geographic Distribution**

**ISDEAA Statutory Hiring  
Preference**



# Program Requirements

For FY 2024 and any subsequent year in which we make awards from the list of unfunded applications from this competition, grantees must adhere to the following program requirements:

1. Native American Language Proficiency Assessment. Grantees must administer pre- and post-assessments of Native American language proficiency to participating students. This Native American language assessment may be any relevant tool that measures student Native American language proficiency, such as oral, written or project-based assessments, and formative or summative assessments.

# Native American Language Proficiency Assessment Examples

- Types of Assessment
  - Conversational assessment with proficient educator/assessor
  - Conversational and question-based assessment with elder
  - Online multiple choice and spoken assessment
  - Online assessment where student records their verbal responses to written and/or audio prompts
- Means of Determining Proficiency
  - Grade and/or age-level appropriate proficiency
  - Same scale for everyone (including adults)
  - Adapted version of ACTFL scale



# Program Requirements

## 4) ISDEAA Statutory Hiring Preference:

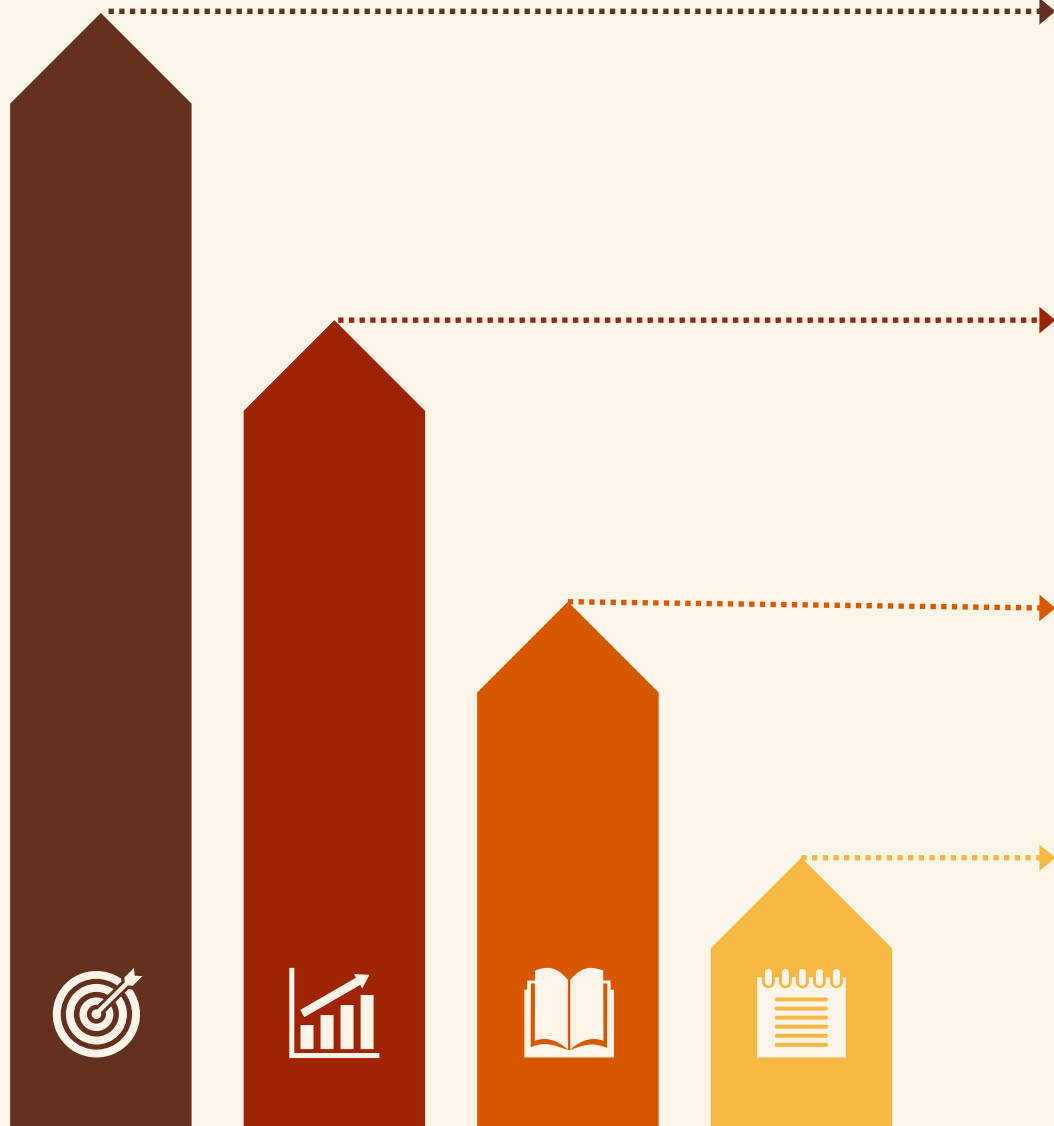
- a) Awards that are primarily for the benefit of Indians are subject to the provisions of section 7(b) of the Indian Self-Determination and Education Assistance Act (Pub. L. 93–638). That section requires that, to the greatest extent feasible, a grantee--
  - a) Give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and
  - b) 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 this section, an Indian is a member of any federally recognized Indian Tribe.



# Program Measures: Government Performance Results Act (GPRA) Measures

- Department's indicators of success for the NAL@ED program.
- Applicant are advised to carefully consider these measures in conceptualizing the approach to, and evaluation for, its proposed project.
- Grantee will be required to provide, in its annual performance and final reports, data about its progress in meeting these measures.

# NAL@ED Government Performance Results Act (GPR) Measures



## 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-session 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-session 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).

# **NAL@ED Selection Criteria**

**Quality of Project Design**

**Quality of Project Services**

**Quality of Project Personnel**

**Adequacy of Resources**

**Quality of Management Plan**

The selection criteria are from the NFP and 34 CFR 75.210. There are five selection criteria and under each there are varying subcriteria. The maximum possible score for addressing all criteria is 100 points.

Selection Criteria	Criteria Breakdown	Max Points
<p><b>a. Quality of project design</b> (32 points)</p> <p>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:</p>	<ol style="list-style-type: none"> <li>1) The extent to which the <b>goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.</b> (Up to 9 points)</li> <li>2) The extent to which the project design will ensure that students' <b>progress toward grade-level and developmentally appropriate fluency in the Native language.</b> (Up to 6 points)</li> <li>3) The extent to which the proposed project <b>will incorporate parent engagement and participation</b> in Native American language instruction. (Up to 6 points)</li> <li>4) The quality of the approach to <b>developing and administering pre- and post-assessments of student Native American language proficiency</b>, including consultation with individuals with assessment expertise, as needed. (Up to 6 points)</li> <li>5) The extent to which the <b>performance feedback and continuous improvement are integral to the design</b> of the proposed project. (Up to 5 points)</li> </ol>	<p style="text-align: center;"><b>32</b></p>

Selection Criteria	Criteria Breakdown	Max Points
<p><b>b. Quality of project services</b> (29 points)</p> <p>The Secretary considers the quality of the project services. In determining the quality of project services, the Secretary considers the following factors:</p>	<ol style="list-style-type: none"> <li>1) The quality and sufficiency of <b>strategies for ensuring equal access and treatment for eligible project participants</b> who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 1 point)</li> <li>2) The quality of the plan for <b>supporting grade-level and developmentally appropriate instruction in a Native American language</b> by providing instruction of or through the Native American language. (Up to 11 points)</li> <li>3) The extent to which the project <b>will provide professional development</b> 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 for all staff in the school(s). (Up to 10 points)</li> <li>4) The extent to which the <b>services to be provided by the proposed project involve the collaboration of appropriate partners</b> for maximizing the effectiveness of project services. (Up to 4 points)</li> <li>5) The extent to which <b>the percentage of the school day that instruction will be provided in the Native American language is ambitious and is reasonable</b> for the grade level and population served. (Up to 3 points)</li> </ol>	<p><b>29</b></p>



Selection Criteria	Criteria Breakdown	Max Points
<p data-bbox="30 358 665 572"><b>c. Quality of project personnel</b> (16 points)</p> <p data-bbox="30 662 746 1253">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:</p>	<ol data-bbox="817 197 2257 1419" style="list-style-type: none"> <li data-bbox="817 197 2257 691">1) The extent to which the applicant <b>encourages applications for employment from persons</b> who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 1 point)</li> <li data-bbox="817 776 2257 1133">2) The extent to which teachers of the Native American language who are identified as staff for this project <b>have teaching experience and are fluent in the Native American language.</b> (Up to 9 points)</li> <li data-bbox="817 1219 2257 1419">3) The qualifications, including relevant training and experience, of key project personnel. (Up to 6 points)</li> </ol>	<p data-bbox="2390 782 2448 829" style="text-align: center;"><b>16</b></p>

Selection Criteria	Criteria Breakdown	Max Points
<p><b>d. Adequacy of Resources</b> (10 points)</p> <p>The Secretary considers the quality of the design of the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers:</p>	<ol style="list-style-type: none"> <li>1) The extent to which the <b>costs are reasonable</b> in relation to the objectives, design, and potential significance of the proposed project. (Up to 6 points)</li> <li>2) The potential for <b>continued support of the project after Federal funding ends</b>, including, as appropriate, the demonstrated commitment of appropriate entities to such support. (Up to 4 points)</li> </ol>	<p style="text-align: center;"><b>10</b></p>

Selection Criteria	Criteria Breakdown	Max Points
<p><b>e. Quality of the management plan</b> (13 points)</p> <p>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:</p>	<ol style="list-style-type: none"> <li>1) The adequacy of the <b>management plan to achieve the objectives of the proposed project on time and within budget</b>, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (Up to 8 points)</li> <li>2) The extent to which the <b>time commitments</b> of the project director and principal investigator and other key project personnel are <b>appropriate and adequate</b> to meet the objectives of the proposed project. (Up to 5 points)</li> </ol>	<p><b>13</b></p>

# Grant Budget Information and Guidance

**Budget Form ED 524**

**Budget Narrative**

**Indirect Cost Information**

**Administrative Cap  
Requirement**

## Part 2: Budget Form ED524

- Use ED Form 524 (Section A) Section B (non-federal funds are optional)
- Remember that you must provide all requested budget information for each of the **three years** 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 the application package.

# Part 5: Budget Narrative

- Budget Narrative serves as Section C of ED Form 524
- Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project (up to 36 months)
- Review and edit to ensure the total funding listed each year in your budget narrative match the total amounts entered on the ED Form 524
- Identify the nature and amount of the proposed expenditures

# Indirect Cost Information

If you are requesting reimbursement for indirect costs, this information is to be completed by your Business Office:

- Indicate the applicant's approved indirect cost rate, per sections 75.560 – 75.564 of EDGAR. If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to the Department for a temporary indirect cost rate if it wishes to charge indirect costs to the grant.
- For more information, go to the Department's website at:  
<https://www2.ed.gov/about/offices/list/ocfo/fipao/abouticg.html>
- You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

# Administrative Cost Cap

## Administrative Cost Limitation

Under ESEA section 6133(g), no more than **five percent** of funds awarded for a grant under this program may be used for administrative purposes. This administrative cost cap applies only to direct administrative costs, not indirect costs.



# Administrative Cost Cap

Direct administrative costs may include:

- Overall program management, program coordination, and office management functions including the salaries and related costs of the executive director, project director and/or project evaluator;
- Preparing program plans, budgets schedules, and related amendments;
- Monitoring of programs, projects, subrecipients and related systems and processes;
- Developing systems and procedures, including management information systems, for assuring compliance with program requirements;
- Preparing reports and other documents related to the program requirements;
- Divisional level administrative services such as program specific accounting, auditing or legal activities.

# Cost Types and Examples

Example	Program Cost	Direct Admin Cost	Indirect Cost
Time that project director takes to complete personnel evaluations		X	
Time that project director takes to facilitate a professional development session on Native language (in project scope)	X		
Cost for renting Tribe's community space for elder and student event		X	
Financial accounting activities			X
Time that project director takes to develop, draft, complete annual performance report or other program requirement		X	
**Costs for goods and services required for administration of the program: rental or purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space			X (non-labor)

# Application Package and Instructions

[The Application Package](#)

[The Application Checklist](#)

[Application Submission](#)

[Grants.gov](#)

# The Application Package

The Application Package is your guide to all the required components of the NAL@ED application. It can be found here:

<https://www.grants.gov/>

**ED Grant Opportunity Number:** ED-GRANTS-112823-001

The following information is abbreviated from the Application Package and **does not** substitute for reading it in its entirety.

# The Application Checklist

Part 1: Preliminary Documents

Part 2: Budget Information

Part 3: ED Abstract Form

Part 4: Project Narrative Attachment Form

Part 5: Budget Narrative Attachment Form

Part 6: Other Attachments

Part 7: Assurances and Certifications




# Part 1: Preliminary Docs

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

## ***Tips:***

- Refer to instructions in the application package for guidance on how to complete these forms.
- Form SF 424:
  - Question 8(f): Be sure to provide correct, complete contact information for the individual who can answer questions regarding your application.
  - Question 9: Be sure to select the correct entity type. This is a long drop-down list.

# Part 2: Budget Information (ED524)

	<b>U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS</b>	OMB Control Number: 1894-0008 Expiration Date: 8/31/2026				
Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
<b>SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS</b>						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						
<p><b>*Indirect Cost Information (To Be Completed by Your Business Office):</b></p> <p>If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:</p> <p>(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ___ Yes ___ No.</p> <p>(2) If yes, please provide the following information:          Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)          Approving Federal agency: ___ ED ___ Other (please specify): _____ The Indirect Cost Rate is _____%</p> <p>(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ___ Yes ___ No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).</p> <p>(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ___ Yes ___ No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.</p> <p>(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:          ___ Is included in your approved Indirect Cost Rate Agreement? Or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%</p>						

# Part 2: Budget Information (ED524)

## *Tips:*

- Complete the entire form
- Check your figures to make sure they match your budget narrative and any cost references in your project proposal.
- General rule of thumb: please consult Uniform Guidance and applicable regulations.

Uniform Guidance, Cost Principles: <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200>

<b>Supplies</b>	<b>vs.</b>	<b>Equipment</b>
All tangible personal property other than those described in the definition of equipment in this section. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life.		Tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000



# Part 5: Budget Narrative

The Budget Narrative for requested Federal funds **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.

Complete an itemized budget breakdown and narrative for each year of the proposed project.

...The applicant should provide sufficient detail to enable reviewers and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds and project activities and outcomes.

Uniform Guidance, Cost Principles: <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200>



**Allowable  
Allocable  
Reasonable**

# Part 3: Abstract

The project abstract should not exceed two double spaced pages and should identify the applicant, including all consortium members if applicable, and should concisely describe the following:

- 1) Project Title: State the title of the proposed project.
- 2) Institution: State the official name of the applicant.
- 3) Eligibility: State the eligibility category the applicant meets.
- 4) Native Language(s): List the name of the Native American or Alaska Native language for instruction.
- 5) Partners: Identify any major partners.
- 6) Priorities: Indicate the absolute priority and which, if any, of the competitive priorities 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, estimated. total number of participating Native American and Alaska Native students to be served.
- 10) Contact: List Project Director's name, telephone and e-mail.

Note: Grants.gov may include a note that indicates that the project abstract may not exceed one page; however, an abstract of more than one page may be uploaded.

# Part 4: Project Narrative

## 1. We recommend 30 page-limit

The recommended 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, the resumes, the bibliography, the letter(s) of support, or the signed consortium agreement. However, the recommended page limit does apply to the entire application narrative.

## 2. We recommend 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.

**An application will not be disqualified if it exceeds the recommended page limit.**



# Part 6: Other Attachments

## *Required of ALL Applicants*

### **Applicant Information for NAL@ED Program Attachment:**

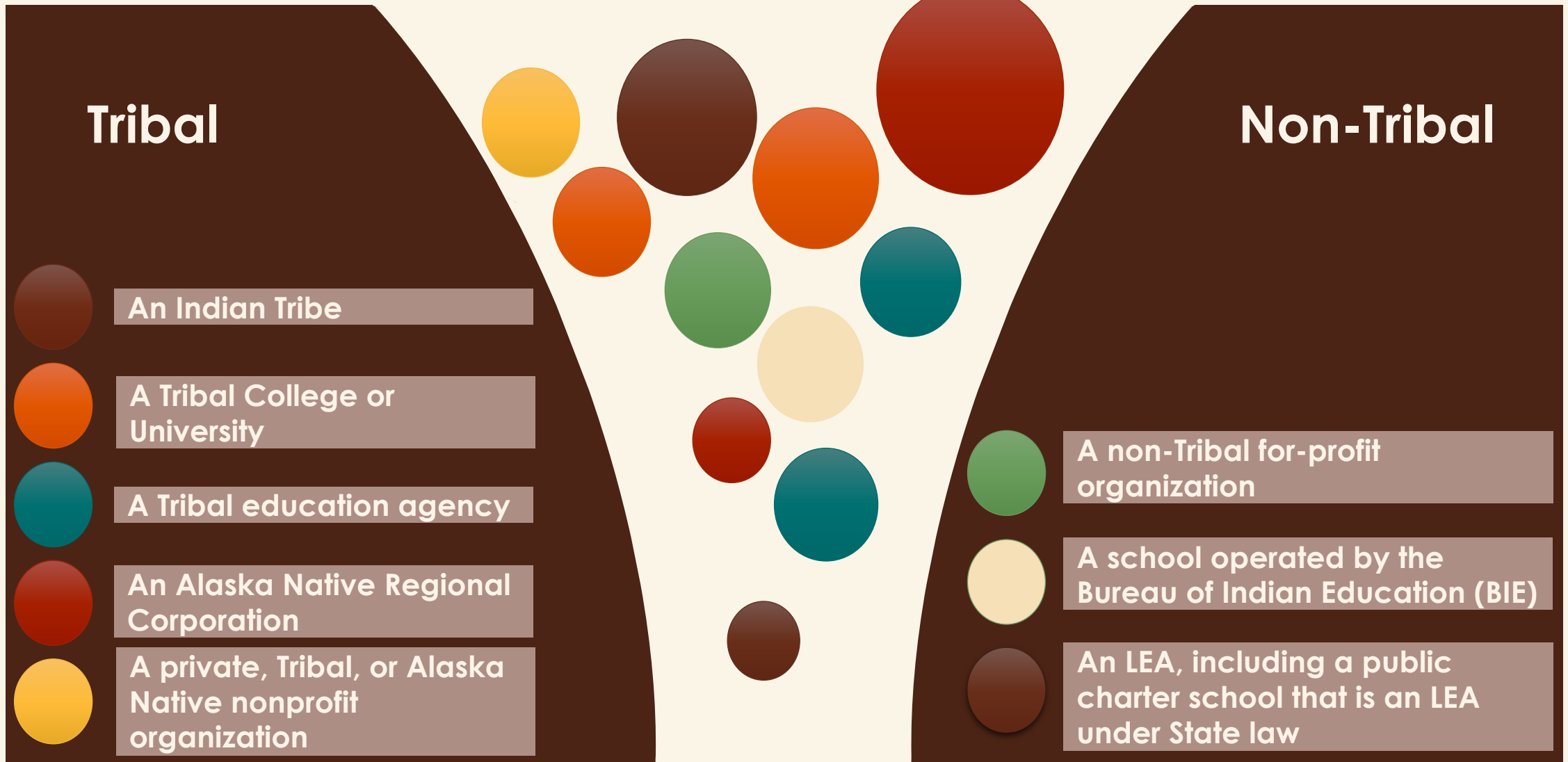
- This document provides information that must be provided under *Applicant Information for NAL@ED program --Assurances*.
- This document also contains program assurances to be signed by the authorized representative of the applicant.



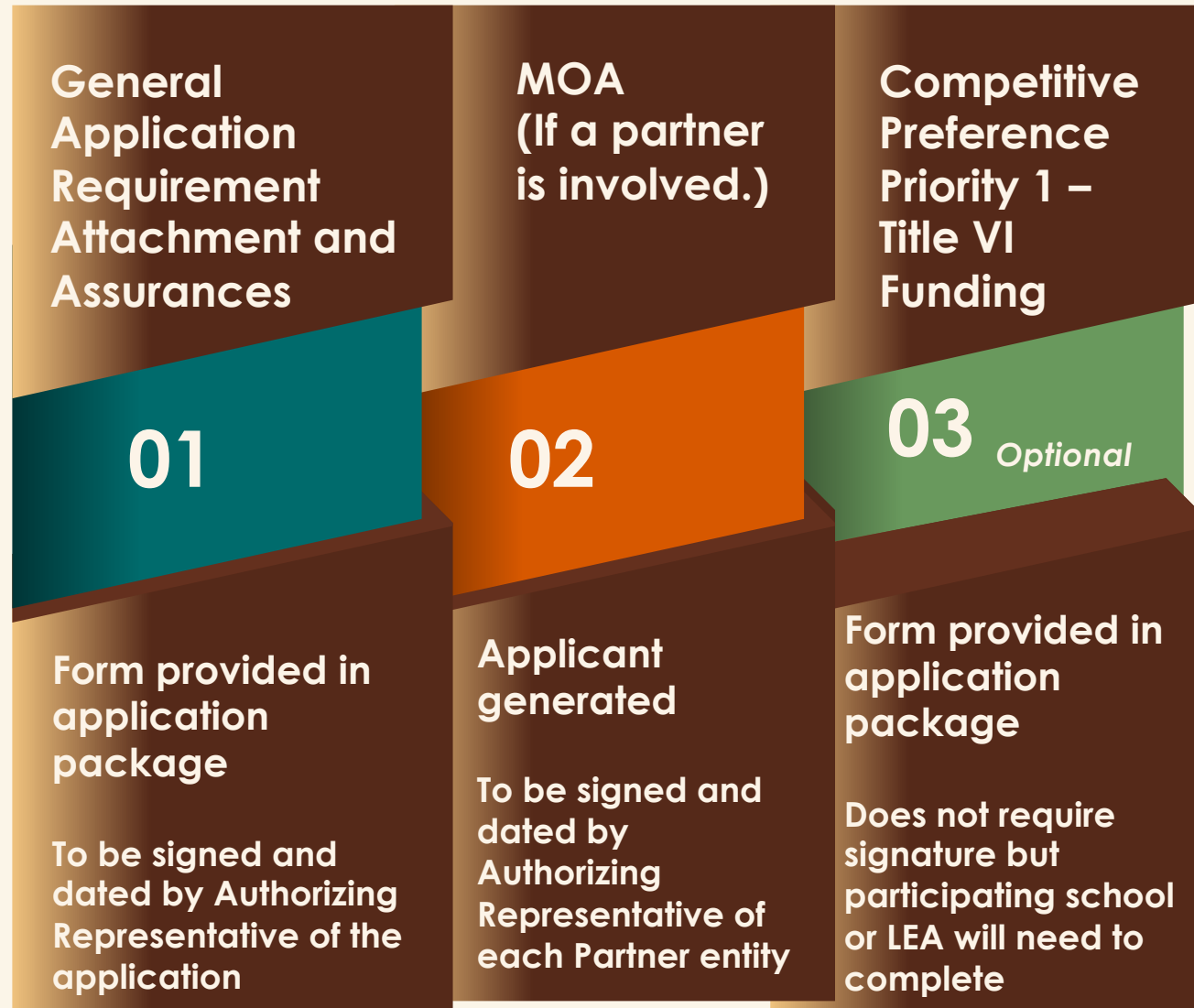
# Part 6: Other Attachments *Required if Applicable*

- Memorandum of Agreement
- Applicant Engagement with Indian Tribes and Tribal Organizations
- Tribal Certification Attachment
- Request for Competitive Preference Priority One Attachment
- Documentation of Indian Organization
- Indirect Cost Rate Agreement

# Part 6: Application Documentation, by Entity Types



# Part 6: Documentation Required of an Indian Tribe

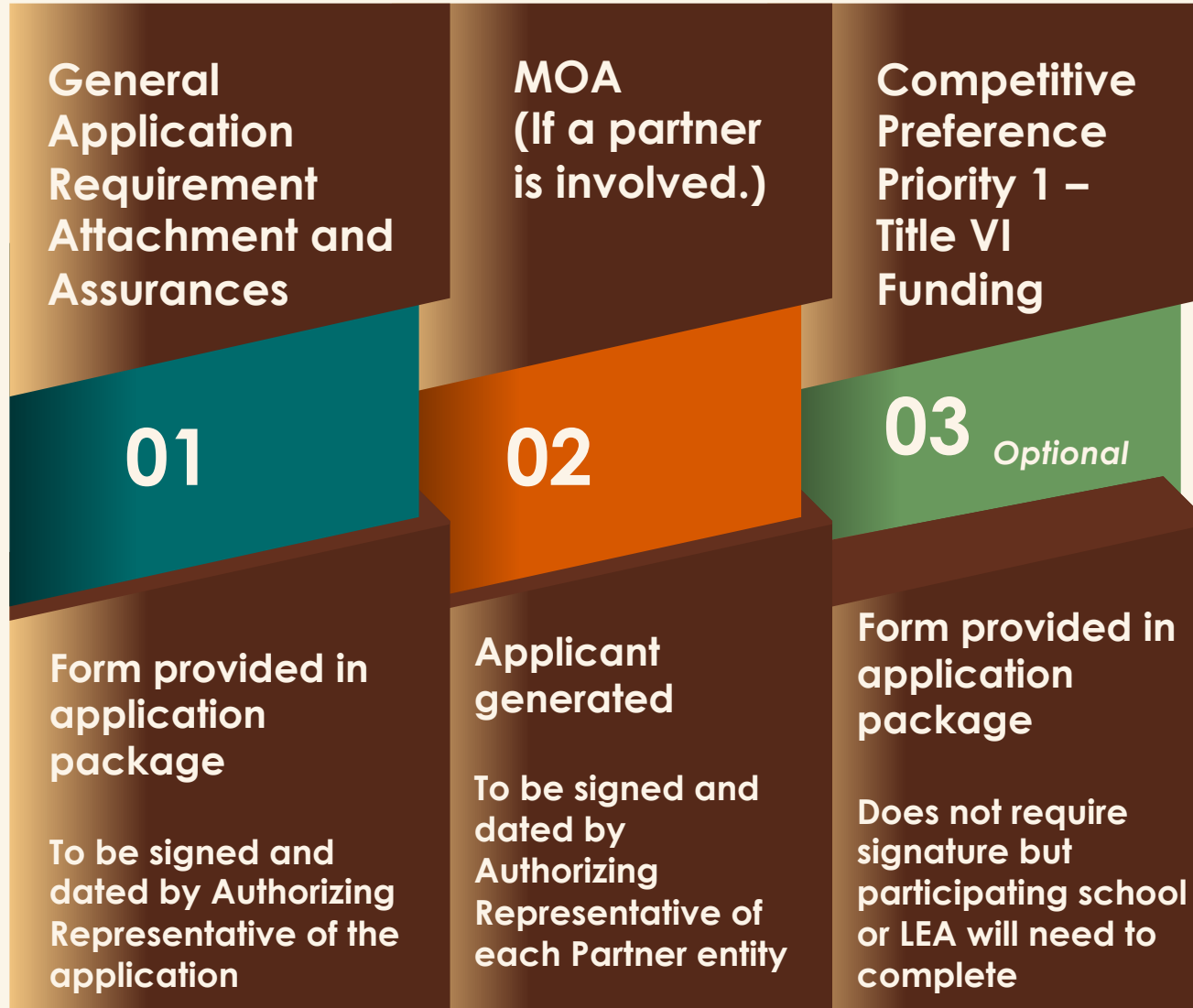


# Part 6: Documentation Required of a Tribal College or University

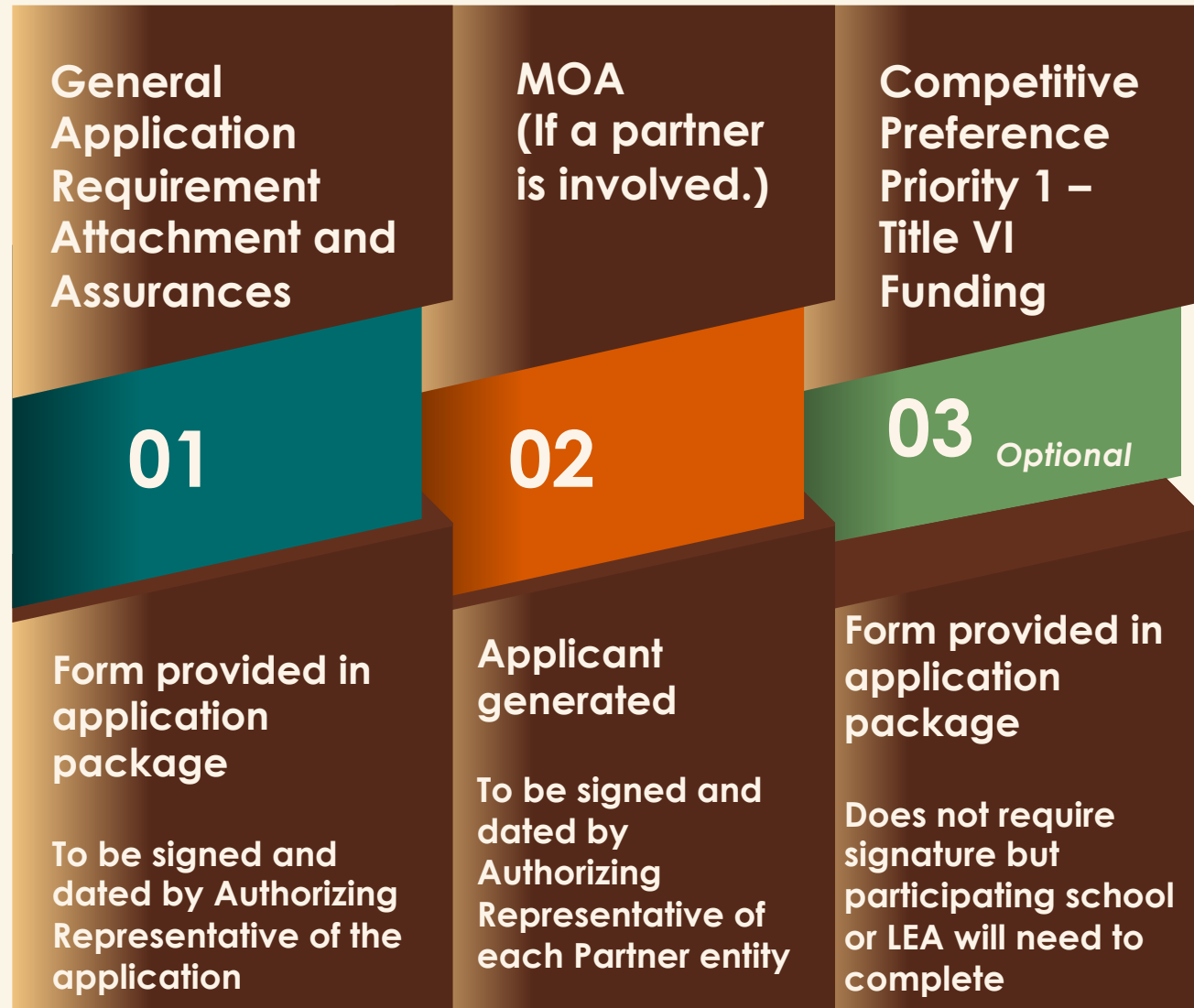




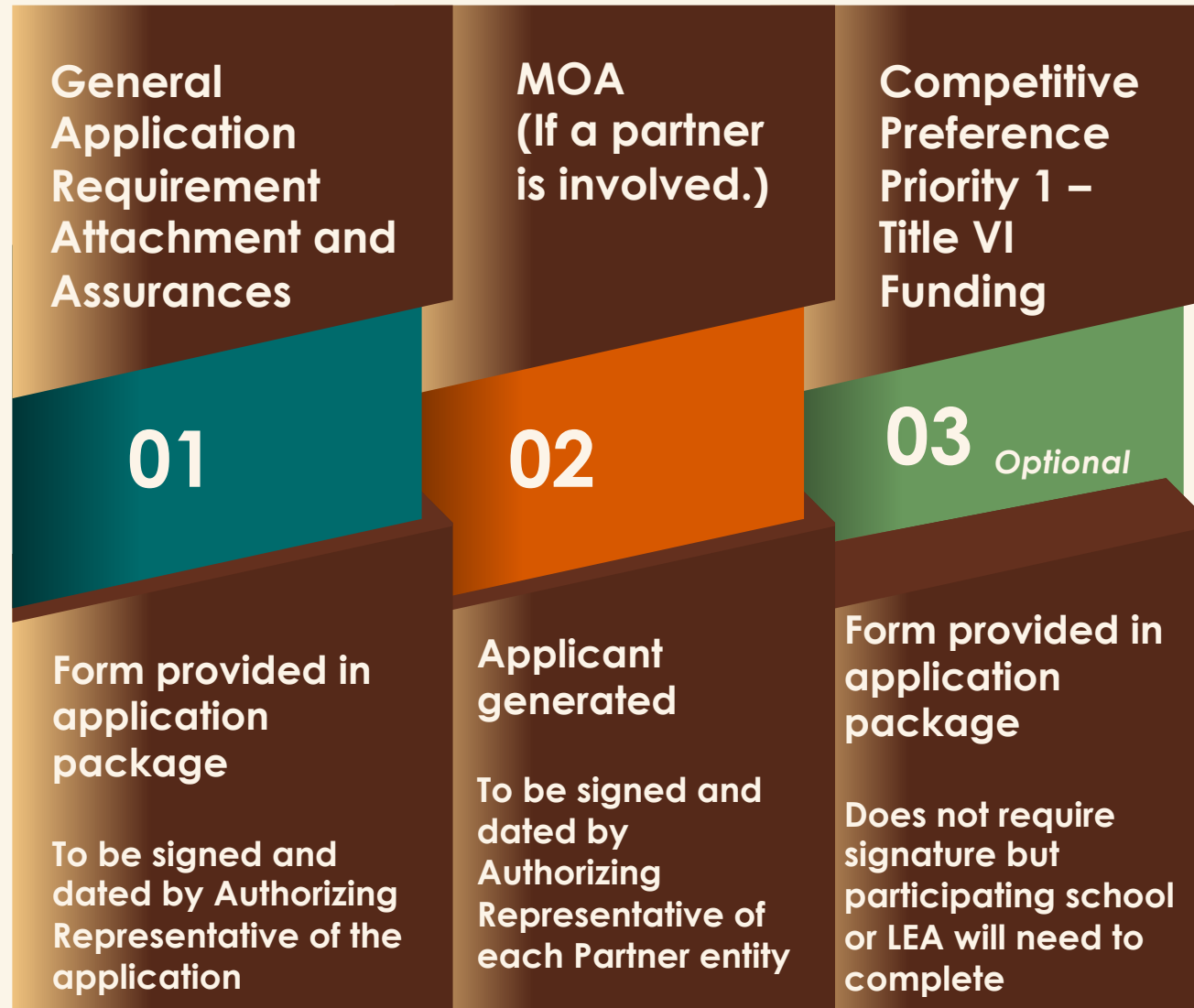
# Part 6: Documentation Required of a Tribal Education Agency



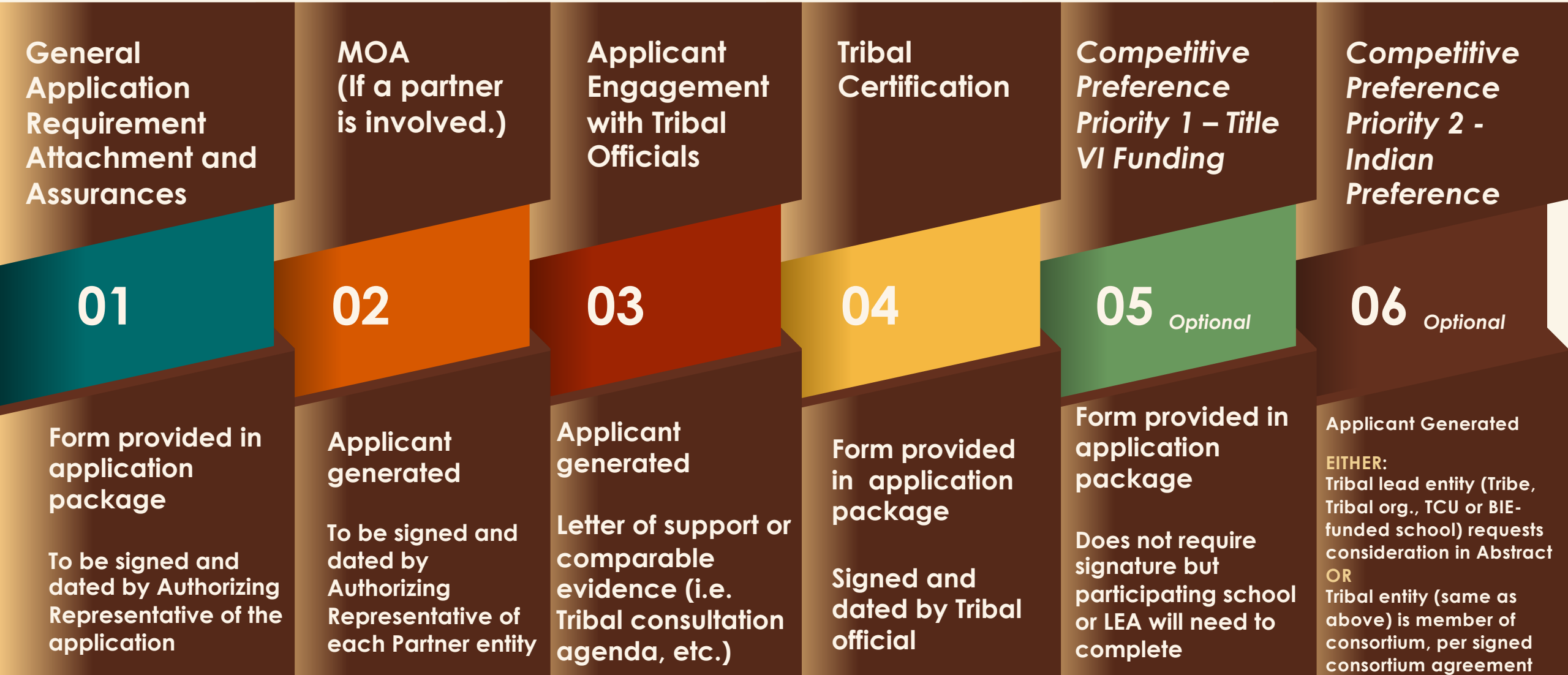
# Part 6: Documentation Required of an Alaska Native Regional Corporation



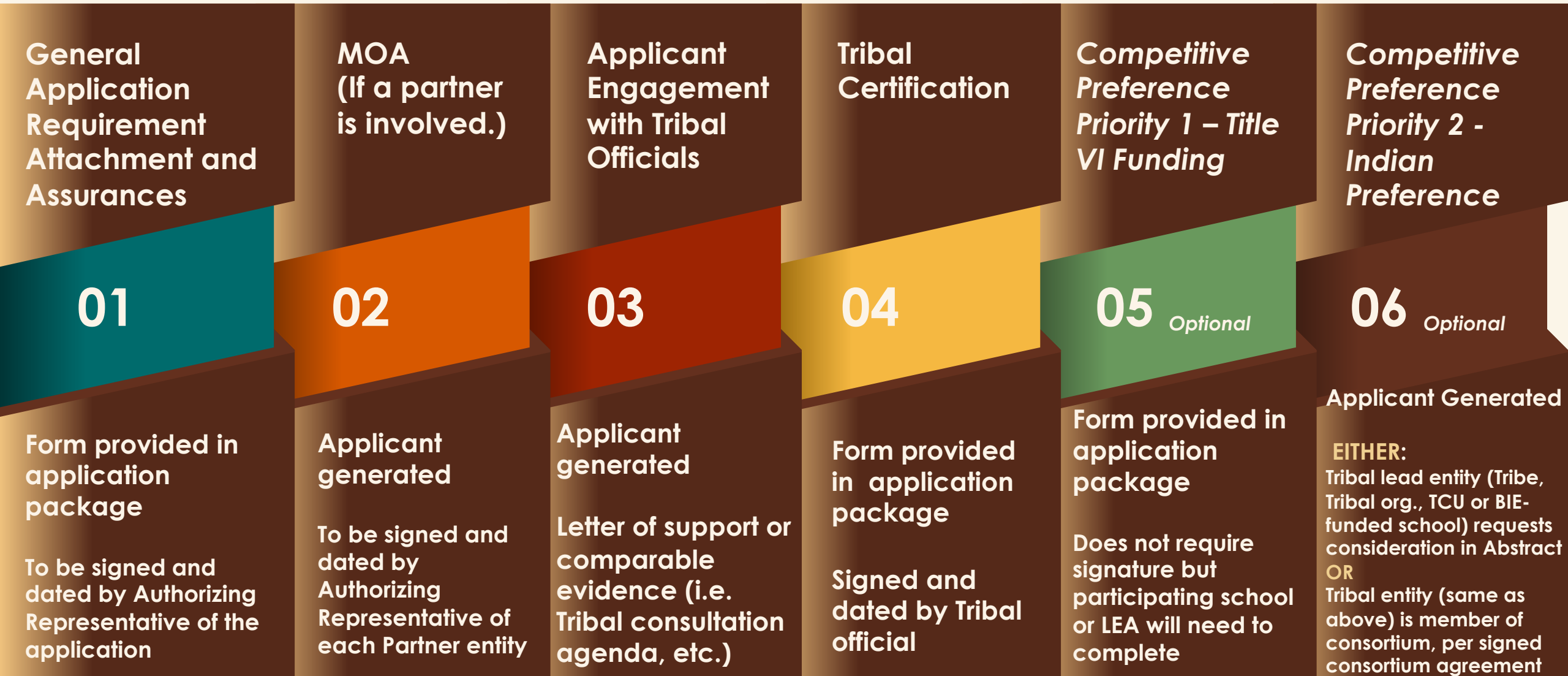
# Part 6: Documentation Required of a private, Tribal, or Alaska Native nonprofit organization



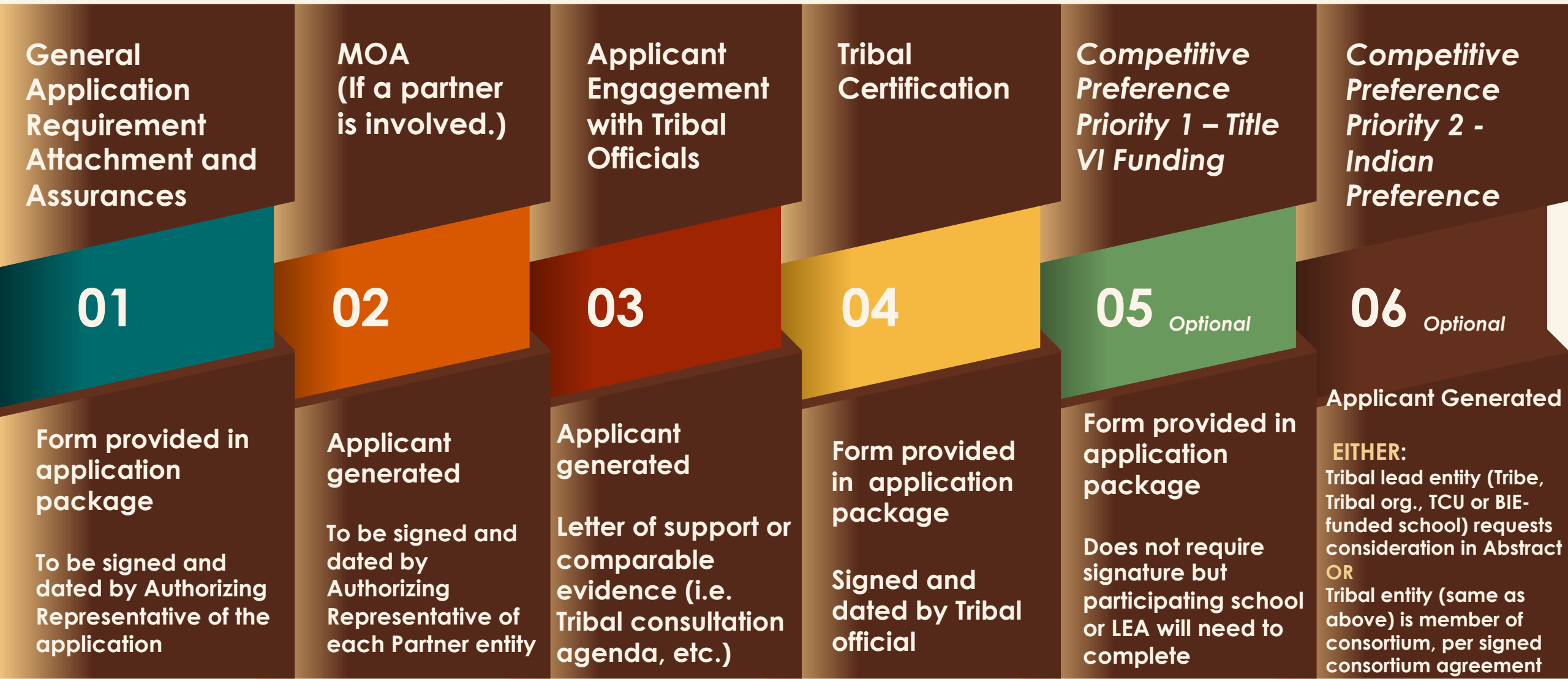
# Part 6: Documentation Required of a non-Tribal for-profit organization



# Part 6: Documentation Required of a school operated by the Bureau of Indian Education (BIE)



# Part 6: Documentation Required of an LEA, including a public charter school that is an LEA under State law





## Part 6: Other Attachments *Optional*

You may also choose to attach other relevant documents (e.g., project director and key personnel materials, in response to the selection criteria) in this section.

- ✓ Individual Resumes for Project Directors & Key Personnel
- ✓ Copy of Indirect Cost Rate Agreement



# Competitive Preference Priority 2: Preference for Indian Applicants (0 or 5 points)

In order to be considered a consortium application, **the application must include the consortium agreement, signed by all parties.**

**Note:** The consortium agreement must state that the members designate one member of the group to apply for the grant, detail the activities that each member of the group plans to perform, and bind each member of the group to every statement and assurance made by the applicant in the application (34 CFR 75.128(a) and (b)).



# Part 7: Assurances and Certifications

- ✓ 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

# General Overview of GEPA Section 427

**Purpose:** To ensure equitable access to, and participation in, Federally-assisted programs for all beneficiaries.

Section 427 highlights, but is not limited to, six barriers that can impede equitable access or participation:

Gender

National origin

Disability

Race

Color

Age

- An applicant must determine and define:
- The participants and community to serve
  - The local circumstances
  - Barriers that may inhibit participation

For more information on GEPA Section 427 visit: <https://oese.ed.gov/gepa/>

# Updated GEPA Form Has Four Questions

**NOTICE TO ALL APPLICANTS:  
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM  
BENEFICIARIES**

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

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2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

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3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

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4. What is your timeline, including targeted milestones, for addressing these identified barriers?

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**Notes:**

Applicants must respond to each question on the standard form and submit the form with its grant application package or State plan.

For Grants.gov application submissions:

1. The updated form is integrated into Grants.gov and no longer needs to be uploaded as PDF.
2. The form is electronic and each text box response allows 4,000 characters.
3. An error message is received if a response is missing and the form can not be saved. (see next slide)

# Sample Error Message

SECTIONS:

- Notice to All Applicants
- Notes
- Burden Statement

**Errors!**  
Check for Errors revealed the following errors:

- **Notice to All Applicants**
  - Ensure Equitable Access is required: Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
  - Barriers is required: Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries.
  - Steps is required: Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity.
  - Timeline is required: What is your timeline, including targeted milestones, for addressing these identified barriers.

## NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES:

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

\*

Ensure Equitable Access is required: Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

\*

# GEPA Section 427 Resources

- PDF version of Section 427 [form](#) and [instructions](#)
- Computer-based training, [Ensuring Equitable Opportunities Under the GEPA Section 427](#)
- GEPA Section 427 form Frequently Asked Questions (FAQs)
- The Department of Education Equity Action Plan at [ED.gov/equity](https://ed.gov/equity)

# Application Submission Instructions



- If you are new to or would like a refresher on applying to a grant at the Department, please review our **Common Instructions for Applicants** to Department of Education Discretionary Grant Programs, published in the Federal Register on December 27, 2021 (86 FR 73264) and available at [www.federalregister.gov/d/2021-27979](http://www.federalregister.gov/d/2021-27979).
- Do not upload any password protected files to your application.
- When attaching files, limit the size of your file names.
  - Lengthy file names could result in difficulties with opening and processing your application.

**REGISTER EARLY!**

- Grants.gov and SAM registration/update processes take days and possibly weeks. Start NOW!

# Grants.gov 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



[support@grants.gov](mailto:support@grants.gov)



Access the Grants.gov Self-Service Knowledge Base web portal at:

- <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>

- For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at:

<http://www.grants.gov/web/grants/applicants/applicant-faqs.html>

A graphic on the left side of the slide featuring a dark teal star shape with several overlapping triangles in shades of teal, orange, and light green. The words 'HELP DESK' are written in large, bold, black capital letters across the center of the star.

**HELP  
DESK**

# General Tips

- Read the Notice Inviting Applications (NIA)
- Read the Application Package
- Read the Application instructions before, during, and after writing
- Make it easy for the reviewer to find and to understand the information
  - Follow the order of Selection Criteria
    - Tables, charts, and bullets help break up long narrative and draw attention to key information
- **Proofread. Proofread. Proofread.**
  - Have someone who didn't help write the proposal proofread it as well





# SAM.gov Tips

- **REGISTER /CONFIRM UPDATED REGISTRATION IN SAM EARLY!**
- Primary information about SAM is available at [www.sam.gov](http://www.sam.gov)
- User guides, demonstration videos and other helpful guidance on SAM registration is available at: <https://www.sam.gov/SAM/pages/public/help/samQUserGuides.jsf>

# Writing and Submitting Your Application



- Follow the suggested formatting guidelines
- Be clear, concise, and specific
- Justify your funding request according to the proposed project activities
  - Costs must be both reasonable and necessary
- Check all budget figures for accuracy
- Do not wait until the last minute to submit your application
  - Check your access to online systems well in advance
  - Pay attention to the time zone of the deadline – Eastern
- Make certain that all required forms and signatures are included in your application

# Post Application Transmittal

Eligibility Screening

Peer Panel Review

# Eligibility Screening and Peer Review Panel

- Applications will be screened for eligibility.
- Notice of ineligibility will be sent by email.
- All eligible applications will be reviewed by a peer review panel.
- Independently read and scored by three peer reviewers
- Panel Discussion
- Ranking order of average final scores by OIE
- Compressed review window – help the reviewers with clear applications

# Resources

Recordings and slide decks from the pre-application webinars will be available on the NAL@ED webpage.

Any updates will be provided on the NAL@ED webpage.

# Application Deadline



March 7, 2024  
11:59:59 p.m. Eastern Time

# THANK YOU!

NOTICES OF INTENT TO APPLY  
AND  
APPLICATION QUESTIONS  
CAN BE SENT TO:

[Donna.Sabis-Burns@ed.gov](mailto:Donna.Sabis-Burns@ed.gov)

The screenshot shows the OESE website header with the Department of Education logo and the text "OFFICE OF Elementary & Secondary Education". A search bar is located in the top right. A dark blue navigation bar contains links for "About", "Programs", "Grantees and Applicants", "Families", "Educators", "Guidance", and "Resources". Below the navigation bar is a breadcrumb trail: "OESE » OFFICES/PROGRAMS BY OFFI... » OFFICE OF INDIAN EDUCATI... » NATIVE AMERICAN LANGUAGE...". The main content area features the title "Native American Language Grant (NAL@ED)" in green. To the right is a "Contact Information" box with a dark blue background and white text. Below the title is a table with program details. At the bottom is a "Program Overview" section with a paragraph of text.

PROGRAM OFFICE	Office of Indian Education
CFDA NUMBER	84.415B
PROGRAM TYPE	Discretionary/Competitive Grants
ALSO KNOWN AS	Native American Language (NAL@ED) Program

**Program Overview**

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

**Contact Information**

Donna Sabis-Burns, Ph.D.  
Interim Native American Language Program Officer  
Group Leader-Discretionary Grants  
U.S. Department of Education, OESE  
Office of Indian Education  
400 Maryland Ave SW  
LBJ Bldg. Washington, DC 20002  
(202) 453-7707  
[donna.sabis-burns@ed.gov](mailto:donna.sabis-burns@ed.gov)

<https://oese.ed.gov/offices/office-of-indian-education/native-american-language-program/how-to-apply/>