

## The Tribal Education Department Grant Program

The Secretary of the Interior (Secretary), through the Bureau of Indian Education (BIE) hereby solicits grant proposals from federally-recognized tribes and their tribal education departments (TEDs) for projects defined by 25 USC § 2020. These funds will assist tribes in the development and operation of tribal education departments for the purpose of planning and coordinating all educational programs of the tribe. These funds will support the development of TEDs to improve educational outcomes for students and improve efficiencies and effectiveness in the operation of BIE-funded schools. Grant awards are subject to the availability of funds as appropriated by Congress.

Under 25 USC § 2020 funds will support the program goals for the following areas that promote tribal education capacity building:

1. To provide for the development and enforcement of tribal educational codes, including tribal educational policies and tribal standards applicable to curriculum, personnel, students, facilities, and support programs;
2. To facilitate tribal control in all matters relating to the education of Indian children on reservations (and on former Indian reservations in Oklahoma);
3. To provide for the development of coordinated educational programs (including all preschool, elementary, secondary, and higher or vocational educational programs funded by tribal, Federal, or other sources) on reservations (and on former Indian reservations in Oklahoma) by encouraging tribal administrative support of all Bureau-funded educational programs as well as encouraging tribal cooperation and coordination with entities carrying out all educational programs receiving financial support from other Federal agencies, State agencies, or private entities.

Grant awards will range from \$25,000 to \$150,000 per fiscal year depending on the project, number of educational programs impacted, project design and expected outcomes. Subject to the availability of appropriated funds, a grant provided under this section shall be provided for a period of 3 years. If the performance of the grant recipient is satisfactory to the Secretary, the grant may be renewed for additional 2-year terms. Defined under 25 USC § 2020, top priority will be given to applications that meet the following:

- Applicant that serves three or more separate Bureau-funded schools. Less priority will be given if applicant has less than three schools but with at least one Bureau-funded school.
- Applicant provides coordinating services and technical assistance to all relevant Bureau of Indian Education-funded schools.
- Applicant will monitor and audit these grant funds by or through the tribal education department.
- Applicant provides a plan and schedule that provides for:
  - the assumption, by the tribal education department, all assets and functions of the Bureau agency office associated with the tribe, to the extent the assets and functions relate to education; and

- the termination by the Bureau of such functions and office at the time of such assumption; and
- the assumption will occur over the term of the grant, unless mutually agreeable to the tribal governing body and the Assistant Secretary, the period in which such assumption is to occur may be modified, reduced, or extended after the initial year of the grant.

The BIE will assist tribes in the development and operation of tribal education departments for the purpose of planning and coordinating all educational programs of the tribe. Each proposal must include a project narrative, a budget narrative, a work plan outline, and a project coordinator, preferably the tribal education director, or tribal council education committee member, to serve as the point of contact for the program. The coordinator will participate in monthly collaboration and update meetings, submit quarterly budget updates, ensure an annual report is submitted at the end of each project year, and ultimately ensure that the tribal education department fulfills the obligations of the grant.

## **A. AMOUNT AND PURPOSE OF GRANTS**

The BIE will assist tribes in the development and operation of tribal education departments for the purpose of planning and coordinating all educational programs of the tribe. Grant awards will range from \$25,000 to \$150,000 for one year, depending on the project design and expected outcomes and the tribe's technical approach. At the end of the project year, project managers must present their project to a consortium of tribal grantees.

The BIE will assist tribes in the development and operation of tribal education departments for the purpose of planning and coordinating all educational programs of the tribe with these specific goals of:

- Improved educational outcomes for students; and
- Improved engagements and management with BIE-funded schools.

By unifying a collective body of tribes, this program will build a collaborative network to support tribal control and stronger partnerships with BIE-funded schools. As part of this program, BIE will provide to tribes:

- Technical assistance in (organizational, budgetary, legally, etc.) planning;
- Technical assistance in strengthening tribally management school processes; and
- A forum to work collaboratively with other tribes to gain insight and develop strategies to problem solve and borrow strategies from BIE and other tribal governments.

The tribal education departments or tribal education agencies, in whatever form or title a tribe decides on, are eligible for this grant if they have BIE-funded schools on their tribal lands/reservation. The highest priority will be given to tribes with three or more BIE-funded schools on their reservation.

## **B. PROPOSAL REQUIREMENTS**

In its proposal, the tribe and tribal education departments (TEDs) must provide a project narrative, a budget narrative, and a work plan outline. In addition, the TED must identify a project coordinator to oversee the execution of the grant. The project coordinator will participate in monthly collaboration and updates meetings, submit quarterly budget updates, ensure an annual report is submitted at the end of each project year, and ultimately ensure the TED fulfills the obligations of the grant. Because this grant is time-limited, BIE encourages grantees to make plans for long-term financial sustainability of their TEDs and to use these funds to build the capacity, knowledge, and skill set of existing staff. Detailed requirements are as follows:

### **(1) Project Narrative (30 pages maximum) – 50 Total Points**

The project narrative should explain the narrative for the tribe's TED with a supporting tribal resolution. The resolution should show support for the grant submission but does not need to exhibit a pre-determined outcome. The tribe should ensure that the project narrative expresses the tribe's vision to strengthen tribal engagement and participation in coordinating assistance and support to BIE-funded schools. The narrative should be clear in terms of its expected outcome for student success and how this project will increase student competency that is more effective than the current tribal and school structures in place.

#### ***(A) Identify Project(s) Under the Grant Application (25 Points)***

The project narrative should describe how the tribe in three years will develop and implement one or more of the following three projects identified under 25 USC § 2020:

##### **1. Tribal Educational Code Development**

Project Request Amount: \$25,000 to \$50,000, depending on the project design and outcomes.

Description: The tribe and tribal education department will provide for the development and enforcement of tribal educational codes, including tribal educational policies and tribal standards applicable to curriculum, personnel, students, facilities, support programs, and governance outcomes. If the tribe or tribal education department will proceed with this program, the applicant should provide the current education code in place, if any, with a short description of the following:

- a. Describe a brief history of the education code and its original purpose and goals. Provide a copy in your supplementary materials;
- b. Describe the economic or institutional challenges in implementing the code;
- c. Describe how this grant will address the challenges identified and how the grant will enhance the revision or enhancement of the tribal educational code impacting curriculum, personnel, students, facilities, and support programs;
- d. Describe how the updated or implementation of the educational code will support the tribe's vision, goals, and educational outcomes for the tribe's students; and

- e. Describe the general plan, goals, and expected outcomes with timelines and legislative analysis, tribal education staff, and other staff to support the development and implementation of tribal educational codes.

## 2. Tribal Educational Control

Project Request Amount: \$100,000 to \$150,000, depending on the project design and outcomes.

Description: The tribe and tribal education department will facilitate tribal control in all matters relating to the education of Indian children on Indian lands.

- a. Describe the current challenges confronting the tribe to prompt the educational need for the tribe to take tribal control in all matters relating to the education of Indian children on Indian lands;
- b. Describe how this grant will address the educational needs of the tribe to facilitate tribal educational control;
- c. Describe the specific educational areas in which the tribe and tribal education department will retain control and why these areas are critical;
- d. Describe how the tribe or tribal education department will address these critical educational and organizational areas with a well-defined plan, clear goals and expected outcomes, and realistic timelines and staffing to support the tribal education control relating to the education of Indian children on Indian lands.
- e. Describe how the tribe and tribal education department will work collaboratively with all Bureau funded schools, tribal education departments, tribal administration programs, and other entities to build the capacity to take control and manage the education of Indian children on Indian lands.

## 3. Tribal Administrative Support

Project Request Amount: \$100,000 to \$150,000, depending on the project design and outcomes.

Description: The tribe and tribal education department will provide for the development of coordinated educational programs (including all preschool, elementary, secondary, and higher or vocational educational programs funded by tribal, Federal, or other sources) on Indian lands by encouraging tribal administrative support of all Bureau-funded educational programs as well as encouraging tribal cooperation and coordination with entities carrying out all educational programs receiving financial support from other Federal agencies, State agencies, or private entities.

- a. Describe how this grant will allow the tribe or tribal education department provide for the development of coordinated educational programs on Indian lands by encouraging tribal administrative support of all Bureau-funded educational programs as well as encouraging tribal cooperation and coordination with entities carrying out all educational programs receiving financial support from other Federal agencies, State agencies, or private entities;

- b. Describe how the tribe or tribal education department will address these programmatic areas by articulating the overall goal, plans, objectives, and expected outcomes with overall timeliness and staffing to support the tribal education control relating to the education of Indian children on Indian lands.

***(B) Tribal Education Background and Vision (5 Points)***

The project narrative must include a description of the following:

1. The tribe's vision, educational goals and desired outcomes;
2. The tribe's current challenges in fulfilling its vision, goals, and outcomes;
3. The tribe's educational programs currently in place and existing partnerships with bureau funded schools;
4. The tribe's goals for changes in the organizations that are expected;

***(C) Establishment of Grant Priority (20 Points)***

In order to establish the priority for funding, the program narrative must also address the following in its application:

1. Describe the Bureau-funded schools the tribe serves and if tribe serves less than three schools, tribe should describe how this grant will assist in serving one or two Bureau-funded schools;
2. Describe how the tribe or tribal education department will monitor and audit grant funds by or through the tribal education department;
3. Describe how the tribe or tribal education department provides coordinating services and technical assistance to all relevant Bureau-funded schools. If the tribe has no pre-existing coordination of services, the tribe should describe the challenges to establishing those partnerships and how this grant will assist in establishing those supports;
4. Describe how the tribe or tribal education department provides a plan and schedule that provides for:
  - a. the assumption, by the tribal education department, all assets and functions of the Bureau agency office associated with the tribe, to the extent the assets and functions relate to education; and
  - b. the termination by the Bureau of such functions and office at the time of such assumption; and
  - c. the assumption will occur over the term of the grant, unless mutually agreeable to the tribal governing body and the Assistant Secretary, the period in which such assumption is to occur may be modified, reduced, or extended after the initial year of the grant.
  - d. If the tribe will not assume these plans (a-b), the tribe should describe the challenges to these plans and how this grant will assist in establishing those functions.

In addition, the application must provide a formal resolution from the appropriate tribal governing body supporting the tribe's grant application. If there is not a sufficient amount of

time to obtain a tribal resolution, the TED must provide an explanation of the process and completed steps in the project narrative.

## **(2) Budget Narrative (15 pages maximum)—25 Points**

The budget narrative should provide a short justification for each line item for the following cost breakdown. It should provide in detail the amount of grant funds that will be allocated to each budget category. Ensure a commitment of funds for travel to a post-award training for a grant manager or coordinator and a presentation of results for tribes at the end of year one. Locations have yet to be determined.

Salary: Funds used to cover staffing expenses, if any.

Benefits: Benefit calculated on hired staffing.

Travel: Provide approximate travel costs and justification for travel.

Non-capital Equipment: Provide description of equipment for staffing to fulfill the objectives of the proposal.

Consultant Fees: Provide number of consultants, proposed duties and expected work outcomes, costs, and sub-contractor costs.

Tribal Indirect Cost: Provide a current IDC rate for your tribe with supplemental information supporting the IDC rate.

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Year one of the budget narrative should explain how the funds in each category will be used by the tribe to hire consultants, purchase supplies and equipment, for travel, and training. It should also describe any procurements, its purpose, and processes that will be used.

Year two and three of the budget narrative should project how the funds in each category will be used by the tribe to continue the project goals defined in year 1. If awarded for years 2 and 3, the grantee must update their budget narrative with a detailed budget narrative.

BIE will evaluate each tribe's projected cost. Unrealistically high (or low) budget in the proposal will impact points in this section. The budget narrative should include sufficient descriptions to enable BIE to evaluate the tribe's projected cost and determine the reasonableness of the price submitted. Travel cost must be in accordance with the Federal Travel Regulations. If the expected implementation plan extends beyond year 2 funds, the tribal education agency should explain the sustainability of the tribally managed school system with current funds.

### **(3) Work Plan (15 pages maximum)—25 Points**

The work plan must describe the goals, objectives, tasks, responsible parties, timelines, and expected outcomes. We highly recommend the inclusion of timelines that factor in tribal grant award processes, if awarded, that may include, tribal grant award acceptance, tribal human resource hiring, and/or consultant hiring in both the work plan and the budget narrative.

## **C. INSTRUCTIONS FOR PREPARING PROPOSALS**

All applications must adhere to the following guidelines. Include your DUNS Number when submitting your application. Submit questions related to the grant by email no later than June 12, 2015. Questions received after this date and before the application closing date may not be considered.

The grant proposal is due on the **DATE** section listed in the Federal Register notice. The proposal should be packaged for delivery to permit timely arrival. The proposal package should be sent or hand delivered to the Bureau of Indian Education, Attn: Wendy Greyeyes, 1849 C Street NW, MS-4657-MIB, Washington, DC 20240.

Faxed proposals will NOT be accepted. Email submissions will be accepted. Email: [wendy.greyeyes@bie.edu](mailto:wendy.greyeyes@bie.edu). Email submissions are limited to attachments compatible with Microsoft Office Word 2007 or later and/or files with a .pdf file extension. Emailed submissions must not exceed 5MB total in size.

Proposals submitted by Federal Express or Express Mail should be sent two or more days before the closing date. The proposal package should be sent to Bureau of Indian Education, Attn: Wendy Greyeyes, 1849 C Street NW, MS-4657-MIB, Washington, DC 20240. The tribe is solely responsible for ensuring its proposal arrives in a timely manner.

### Proposal Submission Guidelines

The proposal must be organized as follows:

- Cover sheet;
- Project Narrative (40 pages maximum);
- Budget Narrative (15 pages maximum);
- Work Plan (15 pages maximum); and
- Additional Documents (resumes, supporting tribal resolution for grant application, educational codes, etc.).

The cover sheet should contain the Tribe's DUNS number, Tribe's Name, Project Director Name, and Contact Information. The proposal must be prepared on standard 8-1/2" by 11" page format, 1.5-spaced, single-sided, with 1" minimum margins. The type used must be 12-point or larger and all written communication must be legible. Resumes may be single spaced.

Proposal Acceptance Period and Preparation Cost

The proposal acceptance period is 60 days after the date set for receipt of proposals. The Tribe must make a clear statement in the proposal cover page that the proposal is valid until this period has ended. BIE will not be obligated to pay any costs incurred by a tribe in preparation and submission of a proposal in response to this request for proposals.

## D. EVALUATION

1. BIE reserves the right to make an award based on the outcome of the scoring of the proposal. All the requirements must be addressed in your proposal, if any are omitted your response may be non-responsive and not evaluated.
2. The tribe must be registered in the Central Tribe Registration (CTR) in order to receive a contract or purchase order from the Federal Government pursuant to FAR 52.204-7 Central Tribe Registration (Apr 2008).
3. The source selection will be conducted in accordance with the Federal Acquisition Regulation (FAR) Sub-Parts 15.3 and 12.6, with the intention to award a single fixed-price contract.
4. The evaluation of factors other than cost or price, when combined, is significantly more important than cost or price.
5. Evaluation Scoring: BIE will evaluate all elements of the proposal according to the evaluation criteria. Each proposal will be scored on a scale of 0 to 100.

### Scoring – Total Points 100

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90 to 100 Points: Outstanding	The response is very comprehensive, in-depth, and clear. Proposal consistently addresses requirements identified in the Project Narrative, Budget Narrative, Work Plan, Staffing, and Projected Costs. The grant exceeds the four areas of priorities for application. The Proposal consistently meets the requirements with no omissions. The Consistently high quality outcome can be expected.
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80 to 89 Points: Excellent	Extensive, detailed response to all requirements identified in the Project Narrative, Budget Narrative, Work Plan, Staffing, and Projected Costs. The grant meets at least three of the four areas of priorities for application. The quality is similar to outstanding in quality but with minor areas of unevenness or spottiness. High quality outcome is likely but not assured due to minor omissions or areas where less than excellent outcome might be expected.
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70 to 79 Points: Satisfactory	The response generally meets requirements identified in the Project Narrative, Budget Narrative, Work Plan, Staffing, and Projected Costs, but there is no expectation of better than acceptable Grant. The grant meets at least two of the four areas of priorities for application. Deficiencies are confined to areas with minor impact on Grant and can be corrected during negotiation without minor revision to the proposal.
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60 to 69 Points: The response fails to meet one or more requirements identified in the Project Narrative, Budget Narrative, Work Plan, Staffing, and Projected Costs. The grant meets at least one of the four areas of priorities for application. Deficiencies exist in significant areas but can be corrected during negotiations without major revision to the proposal or serious deficiencies exist in areas with minor impact.

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0 to 59 Points: Serious deficiencies exist in significant areas identified in the Project Narrative, Budget Narrative, Work Plan, Staffing, and Projected Costs. The grant meets none of the four areas of priorities for application. The proposal cannot be expected to meet the stated requirements without major revisions. The proposal only indicates a willingness to perform in accordance with the requirements document without specifying how or demonstrating the capability to do so. Only vague indications of the required capability are present.

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## **E. PRE-APPLICATION TRAINING**

BIE will provide Pre-Grant Application Training to support Tribes and Tribal Education Department's application to the grant. Details for location and time will be made available on [www.bie.edu](http://www.bie.edu). Pre-Application training sessions will be held via Webinar, which is not cost to the applicant.

## **F. FREQUENTLY ASKED QUESTIONS**

### **1. Does the Secretary have the authority to provide funds to Tribal Education Departments?**

Yes, under 25 USCS § 2020 Tribal departments or divisions of education, it states:

(a) In general. Subject to the availability of appropriations, the Secretary shall make grants and provide technical assistance to tribes for the development and operation of tribal departments or divisions of education for the purpose of planning and coordinating all educational programs of the tribe.

(b) Applications. For a tribe to be eligible to receive a grant under this section, the governing body of the tribe shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(c) Diversity. The Secretary shall award grants under this section in a manner that fosters geographic and population diversity.

(d) Use. Tribes that receive grants under this section shall use the funds made available through the grants—

(1) to facilitate tribal control in all matters relating to the education of Indian children on reservations (and on former Indian reservations in Oklahoma);

- (2) to provide for the development of coordinated educational programs (including all preschool, elementary, secondary, and higher or vocational educational programs funded by tribal, Federal, or other sources) on reservations (and on former Indian reservations in Oklahoma) by encouraging tribal administrative support of all Bureau-funded educational programs as well as encouraging tribal cooperation and coordination with entities carrying out all educational programs receiving financial support from other Federal agencies, State agencies, or private entities; and
- (3) to provide for the development and enforcement of tribal educational codes, including tribal educational policies and tribal standards applicable to curriculum, personnel, students, facilities, and support programs.
- (e) Priorities. In making grants under this section, the Secretary shall give priority to any application that--
- (1) includes—
    - (A) assurances that the applicant serves three or more separate Bureau-funded schools; and
    - (B) assurances from the applicant that the tribal department of education to be funded under this section will provide coordinating services and technical assistance to all of such schools;
  - (2) includes assurances that all education programs for which funds are provided by such a contract or grant will be monitored and audited, by or through the tribal department of education, to ensure that the programs meet the requirements of law; and
  - (3) provides a plan and schedule that—
    - (A) provides for—
      - (i) the assumption, by the tribal department of education, of all assets and functions of the Bureau agency office associated with the tribe, to the extent the assets and functions relate to education; and
      - (ii) the termination by the Bureau of such functions and office at the time of such assumption; and
    - (B) provides that the assumption shall occur over the term of the grant made under this section, except that, when mutually agreeable to the tribal governing body and the Assistant Secretary, the period in which such assumption is to occur may be modified, reduced, or extended after the initial year of the grant.
- (f) Time period of grant. Subject to the availability of appropriated funds, a grant provided under this section shall be provided for a period of 3 years. If the performance of the grant recipient is satisfactory to the Secretary, the grant may be renewed for additional 3-year terms.
- (g) Terms, conditions, or requirements. A tribe that receives a grant under this section shall comply with regulations relating to grants made under section 103(a) of the Indian Self-Determination and Education Assistance Act [25 USCS § 450h(a)] that are in effect on the date that the tribal governing body submits the application for the grant under subsection (b). The Secretary shall not impose any terms, conditions, or requirements on the provision of grants under this section that are not specified in this section.
- (h) Authorization of appropriations. There are authorized to be appropriated to carry out this section \$ 2,000,000.

**2. What statutory authority, regulatory authority, and policies does Bureau of Indian Education have in overseeing their schools?**

The federal government has a trust responsibility for Indians, including for educational services. The Snyder Act and P.L. 95-561 provide legal authority for the Bureau of Indian Education to oversee federally operated schools.

### **3. What statutory authority, regulatory authority, and policies do tribes have in overseeing their schools?**

Tribes have an inherent sovereign right to govern their people, including children. P.L. 93-638 and P.L. 100-297 provide statutory support and funding mechanisms to support Tribes that operate tribal schools.

### **4. Once geographic attendance boundaries are established, how can they be changed?**

Tribes can change geographic boundaries of schools. Bureau regulations at 25 CFR 37.122, state that:

(a) The Secretary can change the geographic attendance boundaries of a day school, on-reservation boarding school, or peripheral dorm only after:

- (1) Notifying the Tribe at least 6 months in advance; and
- (2) Giving the Tribe an opportunity to suggest different geographical attendance boundaries.

(b) A tribe may ask the Secretary to change geographical attendance boundaries by writing a letter to the Director of the Office of Indian Education Programs, explaining the tribe's suggested changes. The Secretary must consult with the affected tribes before deciding whether to accept or reject a suggested geographic attendance boundary change.

- (1) If the Secretary accepts the Tribe's suggested change, the Secretary must publish the change in the Federal Register.
- (2) If the Secretary rejects the Tribe's suggestion, the Secretary will explain in writing to the Tribe why the suggestion either:
  - (i) Does not meet the needs of Indian students to be served; or
  - (ii) Does not provide adequate stability to all affected programs.

### **5. By tribes controlling their own education, is the federal government not fulfilling its trust responsibility?**

No, the federal government will uphold its commitment to tribes and support tribes as they take control of their own education. This grant is completely voluntary. It has been the belief by many tribes that tribes can do a better job of promoting better student outcomes—and the federal government supports this belief. In addition, BIE will continue to provide quality technical assistance and monitor school performance whether a tribe is part of the grant or not.

### **6. Who will be responsible for audits?**

The tribal education department grantee is responsible for the audit of these grant funds.

### **7. What about the conditions of assurances such as the School Improvement Grant (SIG)?**

Receipt of this grant will not change the conditions of any other funding from the Department of the Interior or the Department of Education automatically. But tribes may want to re-evaluate the current arrangements to improve upon them.

**8. What are the lines of authority (government to government) between BIE and the tribal education department?**

There are currently no lines of authority between the BIE and TEDs, except as delegated by the tribal council or other appropriate tribal governing body.

**9. How can the tribe support native and state common core curriculum at the schools sites, particularly for native language, culture and history?**

If a tribe operates BIE funded schools, it can control much of the curriculum in those schools directly. In addition, a grantee could include in its plan the development of native language, culture, and history curriculum both for those schools that it operates and for those programs with which it coordinates.

**10. Can a TED serve schools outside its reservation with this grant?**

Yes, the BIE school system has included some nearby but off reservation schools for many decades. TEDs may include such schools in their plans for serving educational programs and doing so may, in some cases, be critical to effectively serving Indian children and their families on the reservation due to frequent transfers between schools, detention centers, and other facilities.

**11. Can a TED serve educational programs at juvenile detention centers, treatment centers, or similar entities with this grant?**

Yes, all educational programs can be included in a TEDs development of coordinated educational programs. In addition to juvenile detention centers and treatment centers, TEDs may also include preschool, higher education, vocational educational programs. We encourage the coordination of all education programs on the reservation.

**12. Can a TED use this grant to coordinate educational programs operated by non-tribal entities?**

Yes, assuming the non-tribal entity is willing to be a partner. Successful coordination of educational programs on a reservation might necessarily include programs operated by BIE, other federal agencies, a state or local government, or other organizations.

**13. Can two tribes create a joint educational program and apply for this grant?**

Yes, if allowable under the tribal law of each tribe. A tribe will have to decide for itself whether a joint TED is a workable and desirable expression of its inherent tribal sovereignty.

## G. DEFINITIONS

1. *Bureau* means the Bureau of Indian Education of the Department of the Interior.
2. *Indian* means a member of an Indian tribe, and includes individuals who are eligible for membership in a tribe, and the child or grandchild of such an individual.
3. *Indian tribe* means any Indian tribe, band, nation, or other organized group or community, including an Alaska Native Village Corporation or Regional Corporation (as defined in or established pursuant to the Alaska Native Claims Settlement Act [[43](#) U.S.C. [1601](#) et seq.]), which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.
4. *Secretary* means the Secretary of the Interior.
5. *Tribal governing body* means, with respect to any school that receives assistance under this Act, the recognized governing body of the Indian tribe involved.
6. *Contract or Grant School* means an elementary school, secondary school, or dormitory that receives financial assistance for its operation under a contract, grant, or agreement with the Bureau under section 102, 103(a), or 208 of the Indian Self-Determination and Education Assistance Act, or under the Tribally Controlled Schools Act of 1988.

## H. PAPERWORK REDUCTION ACT

Under the Paperwork Reduction Act of 1995 (PRA), as implemented by the Office of Management and Budget in 5 CFR 1320, a person is not required to respond to a collection of information by a Federal agency unless the collection displays a valid Office of Management and Budget control number. The grant proposals and reporting requirements related to this program are considered to be a collection of information subject to the requirements of the PRA. These submissions are required to obtain and/or retain a benefit. The Office of Management and Budget has approved the information collections related to this program and has assigned control number 1076-0185, expiring on [insert date]. We estimate the annual burden associated with this information collection to average 111 hours for the proposal, 1.5 hour for the quarterly reports, 1 hour for monthly meetings and 2 hours for the annual reports, per respondent. This includes the time for reviewing instructions, gathering, and submitting the information to the Bureau of Indian Education. Comments regarding the burden or other aspects of this information collection may be directed to: Information Collection Clearance Officer, Office of Regulatory Affairs and Collaborative Action – Indian Affairs, 1849 C Street, NW, MS-3642-MIB, Washington, DC 20240.