Chapter 2: Protocols to Follow during the Impact Visit

Impact Visit and Data Collection Methods

Overview

This chapter focuses on ensuring that ANA staff utilize a systematic approach to collect data during impact visits.

The Impact Team's Role

During each visit, the impact evaluator is to facilitate a positive experience between ANA as an institution and the grantee while collecting and verifying pertinent project data. Evaluators should be respectful in all situations and pay particular attention to the cultural norms of each grantee before, during, and after each visit.

Interview Methods during the Visit

The impact visit interviews should be conducted in a manner that allows the grantee and community members to report their accomplishments. For the most part, the data collected on the Project Impact Assessment Survey (hereafter referred to as 'the tool') should be recorded as reported by project staff and community members. Evaluators are encouraged to facilitate, when necessary, the visit through useful examples and clarifying statements. Evaluators should not alter the data being reported by grantees unless it is found to be materially flawed during follow-up questions and documentation review.

Overall, the interview process during impact visits should be led by open-ended questions wherever possible. Avoid giving a list of possible answers for the grantee to choose from. As the tool is a survey instrument, record the data as stated by the grantee. Data analysis occurs at ANA after all data is collected from impact visits.

Documentation Review

(This data is included in Project Snapshot section of Congressional Report)

- Whenever possible, verify all reported accomplishments, including:
    - key benchmarks
    - deliverables
    - created jobs
    - businesses created
    - Native American consultant hired
    - elders involved
    - youth involved
    - revenue generated
    - resources leveraged

- people trained
- partnerships formed
- codes and ordinances developed by the project
- project sustainability documentation
- non-federal share match
- teaching certificates, language surveys, people who increased their ability to speak a Native language

***IMPORTANT*:** *The tool is housed in a macros-based PDF* file format*, and the document is therefore locked from further editing.*

*At the end of every impact season, once all impact reports have been completed, information from the tools will be downloaded into a database system from which DPPE will run data reports. For this reason, it is crucial that evaluators **completely fill out the tool**, without leaving checkboxes or data fields blank unless they are not applicable to the project. Furthermore, each impact evaluator must confirm final data results with each grantee's OER, which will be uploaded in desktop 90 days after the project's end date. Only when the tool has been updated with information from the OER can the tool be considered completed.*
**Special note: qualitative data, or text narrative, does not need to be updated (e.g. OWP section, project beneficiaries section, etc.) but all quantitative data must be updated.*

Pre-Visit Information/Identifying Information/Pre-Fill Sections

The pre-visit information and identifying information should be pre-filled prior to the visit. In addition, there are several notes to evaluators throughout the tool that indicate where information should be pre-filled. Evaluators are responsible to conduct a thorough review of the grant file in GrantSolutions prior to the visit, and record pertinent information in these pre-fill sections.

Evaluators are encouraged to use these sections to record any background information they find relevant to the project. ANA staff may want to include information gathered from the program specialist.

Section 1 - Objective Work Plan

The paragraph of instructions below is included in this section of the tool:

Using the Objective Work Plan (OWP), list the grantee's objectives, the results and benefits, the criteria for evaluating the results and benefits and the deliverables for each objective below. This should be pre-filled in advance of the impact visit. During the visit, confirm the status of these objectives with the grantee and note any comments below. Include the status of incomplete objectives with their projected completion date.

What to record:
ANA collects data on the progress made on each objective, as outlined by the activities in the grantee's OWP and the results and benefits associated with them. For the purpose of this section, it is useful to have a copy of the grantee's current approved OWP available during the visit, in order to view individual activities if necessary.

NOTE: It is not necessary to discuss and verify the completion of each individual project activity.

How to record:
Discuss all objectives with the grantee in order to determine the degree to which they were completed. Record this information in the comments section of the corresponding objective, including your comments on the extent to which the objectives were achieved.

In the first column of the deliverables table under each objective, please list the corresponding products as outlined in the “results and benefits expected” section of the grantee’s OWP. Record if relevant documentation was reviewed in the center column. Add any applicable comments in the third column. If there are products developed in addition to those outlined in the OWP, please include them in the comments section directly below the deliverables table in the corresponding objective (if relevant).

Required Documentation:
ANA incorporates the completion of outlined and expected deliverables into the determination of project completion. Therefore, deliverables and products included in the OWP should be available for review at the time of the impact visit.

Section 2 – Results (Outputs) and Benefits (Outcomes)

Problem Statement

ANA is interested in hearing the grantee’s account of the extent to which the problems outlined in the grantee’s statement of need were met.

The first question should be pre-loaded by the ANA evaluator prior to the visit; the evaluator should summarize the statement of need provided by the grantee in the project proposal.

How to record:
Please read the pre-loaded statement of need to the grantee or have them review it. Then ask the grantee to describe the extent to which they feel project activities have addressed the problems detailed in the problem statement section of their original proposal. Throughout the evaluation, you may be able to add more to this section based on your conversations with the grantee.

Partnerships

ANA definition:
Agreements between two or more parties that will support the development and implementation of the proposed project. Partnerships include other community-based organizations or associations, tribes, federal and state agencies, and private or non-profit organizations.

What to record:
ANA collects data on two types of partnerships: those newly formed during the course of a project and strengthened existing partnerships. ANA does not collect data on any partnership not directly related to, and beneficial for, the funded project. Keep in mind

that partnerships should be beneficial for both parties involved, rather than cases where benefits flow only from one party to another. ANA accepts formal and informal partnerships.

How to record partnerships:
Print the list of partnerships from the grantee's most current OPR. Pre-fill the "original target" in the table provided in question 2.2 of the tool, and fill in the rest of the table according to the grantee's responses. Ask the grantee to confirm the list of partnerships and determine which of the partners are "pre-existing partnerships" or "new partnerships."

Ask the grantee to look at the list of partnerships and pick the three that were most important, in order of importance from one to three, to their project's implementation. Record the type of partnership (Local Government, Non-Profit, etc.) Have the grantee briefly describe why or how each of the three partnerships was crucial to the project.

Required Documentation:
ANA does not require grantees to provide letters of support, memoranda of understanding or letters of commitment to document reported partnerships. Instead, the impact evaluator is responsible for determining which of the reported partnerships were new or existing based on conversations with project staff during the impact visit.

Leveraged Resources

ANA definition:
The non-ANA resources, as expressed as a dollar figure, acquired during the project period that support the project and exceed the 20 percent match required for ANA grants. Such resources may include any natural, financial and physical resources available within the tribe, organization, or community to assist in the successful completion of the project. An example would be an organization that agrees to provide a supportive action, product, service, human or financial contribution that will add to the potential success of the project.

What to record:
ANA collects data on the resources attracted to the project during implementation above the 20% non-federal share match required by the grantee. If in doubt as to whether to include a leveraged resource, ask the following question:

> **Is the implementation of this ANA project the sole reason why this resource was leveraged?**

If the answer is "yes", include the leveraged resource.

Some examples:

Resource	What to Include
Grantee is using space (donated or reduced rental rate) in a newly constructed building. The construction was not funded by ANA and occurred prior to the project.	Include cost of renting specific space, not cost of entire construction of building.
Local day care provides services free of charge for project staff's children.	Include what it would cost per child to receive the same services.

How to record leveraged resources:
Print the list of leveraged resources from the grantee's most current OPR. Ask the grantee to confirm the sources on the list. Pre-fill the "original target" in the table provided in question 2.3 of the tool, and fill in the rest of the table according to the grantee's responses. Ask the grantee to demonstrate how leveraged resources were tracked. The leveraged resource must be directly related to the ANA-funded project.

Required Documentation:
ANA does not require grantees to provide supporting documentation for their reported leveraged resources. However, ANA does encourage the impact evaluator to verify reported leveraged resources at every opportunity.

Volunteers

What to record:
Record the number of volunteers utilized during implementation of the ANA-funded project.

How to record volunteers:
Ask the grantee if volunteers were utilized in the implementation of the project and how many. Ask how volunteer contributions to the project were tracked, including the total number of volunteer hours contributed.

Required Documentation:
ANA does not require grantees to provide supporting documentation for reported volunteers and volunteer hours. However, ANA does encourage the impact evaluator to verify reported volunteer involvement at every opportunity.

Project Support

What to record:
Ask if the project supported Native owned business (e.g., purchased goods from Native owned businesses).

Businesses Created

What to record:
Record the businesses created as a direct result of the ANA-funded project.

How to record businesses created:
Ask the grantee if any businesses were created as a direct result of the ANA project. If the answer is "yes," fill in the name, whether this business was created or expanded as a result of the project, and the purpose and the type of business (cottage, micro or licensed) for each created or expanded business. Include the sources of funding for the business (e.g.: ANA funds, leveraged funds, etc.).

Required Documentation:
ANA does not require any documentation to verify the creation of a business. However, ANA welcomes supporting documentation when available.

Income Generated

ANA definition:
Any income generated as a result of project activities.

What to record:
Record gross income created by project activities such as the sale of products or services. Only record income generated during the project timeframe (do not include project income or income generated after ANA funding has ceased). Do not record donations or free products or services given to the grantee in relation to the project. Items such as these should be included in the leveraged resource total.

Keep in mind that project-generated income should be reinvested back into the project during the life of ANA funding. Furthermore, project-generated income should be used before ANA project funding is spent down.

How to record income generated:
In the table in section 2.7, list each activity that generated project income (e.g., sale of project-developed curriculum). Next, note the type of documentation reviewed and enter in the total amount of income generated to date.

Documentation required:
Any project reporting income should produce hard copy documentation regarding revenue expended. Documentation can include, but is not limited to, sales receipts, bank reconciliations, profit-loss statement, etc. If no documentation was provided during the impact visit, write "none" and add any pertinent follow-up comments underneath the table in the "comments" section.

Training

ANA definition:
A session, seminar, class, or similar learning activity facilitating the acquisition of practical, job-specific knowledge, skills, and abilities. To be considered a training, the session should facilitate learning geared towards advancing project goals and/or build organizational capacity to sustain project results and benefits.

What to record:
Record project-funded trainings (funded or supported through ANA dollars, non-federal share, or leveraged resources) conducted or attended by individuals involved in the ANA-funded project. **Do not** include attendance at ANA's mandatory post-award training or other ANA-mandated trainings or attendance at informational conferences or workshops. If in doubt as to whether to include a training, ask yourself the following question:

> **Would this training have occurred without the ANA project?**

If the answer is "no", include the training.

How to record training:
In the table in section 2.8, list the title or primary objective of the training. In the second column, list the **total** number of people who successfully completed each training. In the third column list only the **unduplicated** number of people who completed the training, as

some individuals may have participated in more than one training session. If, for example, one person participated in three trainings during the course of the project, count him/her only once, included in the first-listed training they completed, rather than three times (one for each training). At the bottom of each column, list the totals.

Codes, Ordinances, Regulations

What to record:
ANA compiles data on the number of regulations, codes or ordinances created during a project.

How to record:
Determine if any regulations, codes or ordinances were created as a result of the project and check the appropriate box. If yes, then record each regulation/code/ordinance according to type in the first column of the table. Include the number of regulations, codes or ordinances if multiple for one type. Determine if the regulation, code or ordinance was adopted, enacted or passed and check the appropriate box in the center column. Determine if the regulation, code or ordinance was implemented and check the appropriate box in the last column. If the regulation, code or ordinance was not implemented, ask the grantee to explain why not and record the information in the space provided in the last column.

Section 3 - Community Involvement and Outreach

Project Development

The Evaluator should pre-fill the first comment box with information from the application on how the community was involved in project design.

What to record:
Record the names and titles of individuals significantly involved in the development of the ANA project application. Those involved do not necessarily need to be the authors, but can include individuals who contributed significant input during the process. Do not include individuals who may have worked on related documents but not the actual ANA application. These documents could include business and/or strategic plans developed prior to the ANA project proposal.

How to record people who developed the project proposal:
Record the names and titles of the individuals involved in the proposal process. Also note their relationship to the community targeted by the ANA project.

Documentation required:
ANA does not require any documentation to verify the proposal developers. This information should be collected by the impact team through the interview process.

Project Implementation

Intergenerational Exchange

Determine if the project promoted intergenerational exchange and check the appropriate box. If yes, then ask the grantee to specify whether the exchange was between elders and youth, and/or grandparents and grandchildren, and check the appropriate box.

Elders

ANA definition:
ANA respects and accepts the definition of "elder" set forth by each tribe. If the grantee does not have a formal definition, ANA defines elders as tribal members over 55 years of age.

What to record:
ANA is interested to learn whether elders were involved in the implementation phase of the ANA-funded project. ANA records the number of elders *actively* involved during project implementation. When recording the number of elders involved, only include those who *actively* participated. For example, elders contributing to language or cultural preservation activities, on committees, staff members, etc. Do not count elders who attended a conference or watched a performance as their involvement is considered passive.

How to record elders involved:
Enter the number of reported elders actively involved in project implementation in the appropriate space. Pre-fill this to the extent possible with information from the OPRs.

Documentation required:
ANA does not require specific documentation to verify the number of elders involved. However, ANA encourages the impact evaluator to verify reported elder involvement to the extent possible. Examples of documentation include, but are not limited to, copies of meeting minutes and volunteer records.

Children and Youth

ANA definition of Children:
Any person 0-16 years of age.

ANA definition of Youth:
Any person 17-21 years of age.

What to record:
ANA is interested to learn whether children and youth were involved in the implementation phase of the ANA-funded project. ANA records the number of children youth *actively* involved during project implementation. When recording the number of children and youth involved, only include those who *actively* participated. For example, children attending a day camp, language class, or training should be counted. Do not count children watching a performance or movie, as their involvement is considered passive.

How to record children and youth involved:
Enter the number of reported children and youth actively involved in project implementation in the appropriate space. Pre-fill this to the extent possible with information from the OPRs.

Documentation required:
ANA does not require specific documentation to verify the number of children and youth involved. However, ANA encourages the impact evaluator to verify reported children and youth to the extent possible. Examples of documentation include, but are not limited to, classroom attendance records, camp sign-in sheets, and volunteer records.

Families

What to record:
ANA is interested to learn whether families were involved in the implementation phase of the ANA-funded project. ANA records the number of families *actively* involved during project implementation.

How to record families involved:
Enter the number of families actively involved in project implementation in the appropriate space.

Documentation required:
ANA does not require specific documentation to verify the number of families involved. However, ANA encourages the impact evaluator to verify to the extent possible.

Project Events and Ongoing Participants

What to record:
ANA is interested to learn how many people attended events or activities over the course of the project. ANA also would like to know how many of these were ongoing participants.

How to record:
Ask how many people attended events or activities, clarifying that this count can also include people who only attended one event. Then, ask how many people were ongoing participants. Please ask how the grantee would define “ongoing participation” and record that information in the comments box.

Documentation required:
ANA does not require specific documentation to verify these numbers.

Outreach activities and marketing materials

Determine if any marketing or outreach activities or marketing materials were developed during the project, and ask the grantee to identify the three most useful. List these three in the space provided with any relevant comments.

Did any members of the community and/or general public express opposition to the project?

Opposition

ANA definition:
Any vocal or active opposition to project implementation activities.

What to record:
Any opposition from one or more people, either inside or outside the community.

How to record:
Mark “yes” if the grantee states they faced opposition while implementing the project. If you mark “yes,” elaborate on what type of opposition occurred.

Section 4 - Project Impact

Impact Indicators

ANA definition:
Measurement descriptions used to verify the impact or the achievement of the project goal. Indicators must be quantifiable and documented. Impact indicators include target numbers and tracking systems. ANA requires three impact indicators per project. In addition to the two standard indicators: Leveraged Resources and Partnerships Developed (please see corresponding section of manual for definitions), ANA requires the project to have at least one project specific impact indicator. Impact indicators are separate from the results and benefits section of the OWP.

What to record:
ANA collects data on the progress made towards achieving impact indicator target numbers as stated in the project proposal.

How to record:
Prior to the impact trip, pre-fill all indicators in the first column of the table (there may be up to three indicators in addition to partnerships and leveraged resources). Determine the end of project and three year target numbers, either from the grantee’s application or revision document, and enter them into the appropriate columns.

During the impact visit, determine what progress was made towards achieving each indicator’s target number, and record it in the column labeled “Actual Achieved.”

Required Documentation:
ANA does not require specific documentation to verify the achievement of impact indicator target numbers. However, ANA encourages the impact evaluator to verify these numbers to the greatest extent possible.

Beneficiaries

What to record:
ANA is interested in hearing from the beneficiaries of, or specific groups affected by and/or involved in, its projects. ANA seeks information on how these groups benefited from the project, specifically during the implementation period. The evaluator will ask the grantee to provide information for this section, but will also utilize the impact summary when interviewing community members. Beneficiaries are defined by the grantee or interviewee (not the evaluator) and can include, but are not limited to: tribal youth, elders, staff, tribal government, and the community.

How to record:
Ask how many individuals were affected by the benefits of the project, making note of how the grantee arrives at this number. Ask the grantee how Children, Youth, and Families were impacted by the project, when relevant, and record that in the first beneficiary box. Please ask the grantee or community member to identify additional project beneficiaries. Provide an introductory statement explaining what kind of information ANA is seeking. If necessary, provide examples of some groups, but be sure to allow the grantee or interviewee to determine which groups were affected by the project.

Speaking with project staff, determine the categories and classes of beneficiaries of the project. Ask the grantee to provide a brief synopsis of how the results and benefits of the project will impact the various participants, community members, and partners.

Enter one group in each beneficiary box and then record comments made by the grantee or interviewee. *This is usually an opportune time during which to gather direct quotes from community members and project staff regarding the impact of ANA projects. These quotes can be included in the Congressional Impact Report.*

Required Documentation:
ANA does not require grantees to provide supporting documentation for their reported project beneficiaries.

Section 5 - Project Sustainability

ANA definition:
A sustainable project is an ongoing program or service that can be maintained without ANA funding.

What to record:
The questions in this section are designed to elicit information on what steps the grantee has taken to ensure project sustainability after ANA funding terminates, and to assess the extent to which these actions have laid the groundwork for the effective continuation of the project's services and/or benefits.

How to record project sustainability:
Ask the grantee to provide a brief synopsis of how the results/benefits/services of this project will be sustained. Record this information in the space provided.

If the grantee has not commented directly on how they will sustain financial support, organizational capacity, and community support for the project, ask them specifically about these inputs.

Documentation required:
ANA does not require specific documentation to verify sustainability reporting. However, each impact team is encouraged to solicit supporting documentation to the extent possible.

Section 6 - Challenges

Challenges

What to record:
ANA collects information on the challenges encountered by grantees during project implementation, whether they were able to overcome these challenges, and how they overcame them. This information is used by ANA to improve service delivery and to ensure that projects are successfully implemented.

How to record:
First, please ask the grantee to discuss the challenges encountered during the project's implementation that **seriously** impeded the project's progress. Record these challenges and explanatory or supporting comments in the table provided. The table has six blank spaces for challenges at the bottom and is pre-filled with the most common challenges reported by grantees. NOTE: Do not simply ask if the project encountered the pre-filled challenges. This is an open ended question for the project to self-identify their challenges and how they overcame them. Fill in the table according to responses provided by the grantee. If applicable, comment on how the challenge was overcome.

After the grantee has finished describing their challenges, please ask them to rank the challenges according to their severity (1 = most severe).

Required Documentation:
ANA does not require grantees to provide supporting documentation for their reported challenges.

Additional comment for challenges
Record any additional comments related to project challenges here.

Is there anything you would have done differently in implementing the project?
Record responses to this question in the space provided.

Section 7 - Staffing

Personnel

For this section, determine if the project director at the time of your visit is the original project director and check the appropriate box. Regardless of the answer, ask the question that follows regarding ANA Post-Award Training and check the appropriate box. If the grantee stated the current project director is not the original director, please ask the grantee to provide the names, start dates, and end dates of all project directors, regardless of the amount of time they actually worked on the project.

Determine if all budgeted staff was hired within the planned timeframe in the OWP. In the comments section, provide information on the positions not filled and/or not hired within the OWP timeframe.

Full-Time Job Equivalents (FTEs) Created

ANA definition:
Any position paid for through ANA grant funding, non-federal matching funds, or leveraged resources. This only includes positions directly related to the project and its

goal(s) and objectives. For all positions sustained for 6 or more months, ANA assigns one FTE, or percentage of an FTE, based on the number of hours worked in a 40 hour workweek. For positions lasting less than 6 months, FTEs are calculated at the end of the year and are based upon the total hours worked.

What to record:
Review the grantee's budget prior to the visit, and pre-fill the jobs table with information on what positions were funded. Ask further information on these positions during the visit.

ANA collects data on three types of jobs created:

1) *Maintained Jobs*: positions that existed in some form *prior* to the project's implementation (e.g., a program manager working .20 FTEs for the ANA project);
2) *Project-Specific Jobs*: positions created *specifically for* the project; and
3) *Post-Project Jobs*: positions created *by* the project that exist by the end of the project, and *will continue into the future*. These include, but are not limited to, positions created through workforce or business development projects.

How to record FTEs created:

Follow these steps:

- First column: input the job title
- Second column: input the type of position (consultant, intern, stipend, etc.)
- Third column: input the total number of positions; this is useful when the project creates several of the same position (e.g. 7 surveyors)
- Fourth column: input the names of the people filling the positions
- Fifth column: input the number of indigenous / Native people that filled the position(s)
- Sixth column: input the total number of people to fill the position(s) during the life of the project. This will capture staff turnover within the position
- Seventh column: input the number of hours worked per week for the position
- Eighth column:
    - If the position lasted more than 6 months, input "52"
    - If the position lasted less than 6 months, input the total number of weeks worked
- Ninth column:
    - This column will auto-populate by multiplying the number of hours by the number of weeks inputted
    - Eventually, the evaluator will take the total at the bottom of this column and divide by 2080 to determine the total number of FTEs created by the project.
- Tenth-Fourteenth columns - source of job funding: Determine the source of funding for each position and allocate the total hours funded by each source
- Fifteenth and Sixteenth columns:
    - Check these boxes when relevant

Note on Consultants: If numerous consultants were hired from the same consulting firm, count each individual person. If there was turnover in a consultant position, also count each person who worked. If a consultant contributes his/her labor without receiving income, **do not** count the consultant in this section. Instead, record this in-kind service in the leveraged resources table.

Documentation required:
ANA does not require a specific type of documentation to verify the number of jobs created. However, ANA encourages each impact evaluator to verify jobs created when possible by corroborating the reported jobs with documentation reviewed in the Financial section (Section 8).

Section 8 - Financial

How do you track the non-federal contributions to the project?

Definition of non-federal share: The total dollar value of all non-ANA funded project costs. Grantees must provide at least 20 percent of the total approved cost of the project. The non-federal share for each year is listed on the Notice of Grant Award issued for that year.

What to record:
Pre-fill the grantee's non-federal share. The purpose of the question is to elicit information on how the grantee tracked the non-federal share (NFS) to the project.

How to record:
Record the applicant's response and note the documentation reviewed during the visit.

Documentation required:
Grantees should have an in-kind documentation sheet, invoices, timesheets, etc. for each type of NFS match claimed for the project.

Did you make any changes to your budget?

What to record:
In this section, please pre-fill the comments box with information on any modifications to the approved budget that you see in the grant files. Please ask the grantee to verify these during the visit, and ask if there have been other changes to the budget. Please record significant changes to the budget. Significant changes can include, but are not limited to, moving funds between line items, creating new line items, moving funds from direct costs to indirect costs or vice versa, or allocating funds to new budget categories.

How to record budget changes:
Fill in the appropriate box based on grantee's response and note specific budget changes in the space provided.

Required Documentation:
ANA does not require documentation for this question.

Were there, or do you expect there to be, any ANA funds left over at the end of the

ANA project?

What to record:
For this question, please determine whether there were, or will be, any unobligated funds after ANA funding has ceased, to ensure that budget spending aligns with the project timeframe.

How to record budget changes:
Check the appropriate box and note amount and comments in spaces provided.

Documentation required:
ANA does not require specific documentation for this question.

Did a financial staff member attend the ANA Post Award Training?

How to record:
Check the appropriate box and list position title in space provided.

How often does someone from your staff meet with the program staff with regard to this project?

How to record:
Record grantee's answer to the question in the space provided.

Audit Documentation

What to record:
Write the date for the grantee's most recent audit.

Financial Procedures

What to record:
Ask to view sample documentation for high-dollar purchases and timesheets from key employees, and record comments on findings in the space provided.

Financial Procedures Documentation

What to record:
Please discuss the financial management systems with the grantee, including discussion of division of duties, as directed by questions in the tool.

Section 9 – Competitive Area Specific Questions

Strengthening Families and Fatherhood Projects

What to record:
ANA compiles data on the types of curricula used, number of people, fathers, and couples served, number of foster children placed in Native homes, and number of Native foster parents trained during these projects.

How to record:

Go through questions and their sub-questions depending on the type of project. Some questions may not apply to the specific project being visited.

Please note that if a child is placed with multiple Native families throughout the course of the project, this is counted as only 1 child.

Language Projects

Language Classes and Language Immersion Classes

ANA collects information for projects that are focused on language preservation and maintenance *and* for projects focused on immersion.

What to record:
ANA compiles data on the number of language surveys developed, the number of people completing surveys, the number of Native language classes held, the number of days immersion classes were taught, the number of teachers trained, and the number of people who either became fluent or increased their ability to speak a Native language.

It is important to distinguish between language immersion classes and standard language instruction. The ANA definition of immersion is *language instruction in which the regular academic curriculum is taught in the Native language.*

Immersion classes refer to subjects taught in the Native language. Language immersion can include math, science and history classes taught in the Native language at an immersion school. In contrast, a class about Native language grammar that is taught in English would be considered standard language instruction.

How to record:
Go through the questions and their sub questions depending on the type of language project. Some of the questions may not apply to the specific project visited. ANA's definition of children and youth applies to this section, as well. Thus; ANA defines children as ages 0-16, and youth as ages 17-21.

Environmental Grants

What to record:
ANA compiles data on the environmental regulations, codes or ordinances created during a project, as well information regarding environmental data collection and project sustainability.

How to record:
Determine what the focus of the project was, then ask the subsequent questions associated with that specific project focus.

Note: If the evaluator determines that other questions in this section apply to the project being visited, or if there are multiple project foci, please ask all relevant questions.

If the evaluator feels any of the sustainability or challenge questions have already been addressed earlier in the visit, there is no need to have the grantee repeat the information and these questions can be skipped.