

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
WASHINGTON, DC 20202-6335**

INDIAN EDUCATION PROGRAMS

Formula Grants to Local Educational Agencies

CFDA Number: 84.060A

Formula Grant

Annual Performance Report (APR)

PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for Formula Grant Annual Performance Report is 1810-0726. The time required to complete this information collection is estimated to average 11 hours per response for annual performance reports, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4700. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Indian Education, U.S. Department of Education, Lyndon B. Johnson Building, 400 Maryland Avenue, S.W., Room 3W115, Washington, DC 20202-6335.

U.S. Department of Education

Office of Indian Education

General Instructions for Annual Performance Report (APR)

This package contains instructions and a model of the online Annual Performance Report (APR) for the Formula Grants to Local Educational Agencies Program (CFDA 84.060) which is completed electronically in the Office of Indian Education's (OIE) OMB MAX Survey portal. Recipients of formula grants must submit an APR for each year funding has been approved. Submitting the APR satisfies the grantee's obligation under the federal-wide Uniform Administrative Requirements (2 CFR §§ 200.327, .328) and the Department's administrative regulations (34 CFR §75.720) to provide financial and performance reports at the end of the grant period. One of the federal reporting requirements is to provide a comparison of actual accomplishments to the established objectives; explain reasons why goals were not met, if applicable; and to provide an analysis or explanation of cost overruns or high unit costs where applicable.

Purpose

The purpose of the Indian Education Formula Grant program, authorized in Part A, Subpart 1, of Title VI of the Elementary and Secondary Education Act of 1965, as amended (ESEA), is to assist eligible applicants to meet the unique cultural, language, and educational needs of American Indian and Alaska Native (AI/AN) students and ensure that all students meet challenging State academic standards. The information gathered from this APR will be utilized to complete OIE's required annual Government Performance and Results Act (GPRA) report. Specifically, the Secretary has established the following key performance measures for assessing the effectiveness and efficiency of the Formula Grants program: (1) the percentage of AI/AN students in grades four and eight who score at or above the basic level in reading on the National Assessment of Educational Progress (NAEP); (2) the percentage of AI/AN students in grades four and eight who score at or above the basic level in mathematics on the NAEP; (3) the percentage of AI/AN students in grades three through eight meeting State achievement standards by scoring at or above the proficient level in reading and mathematics on State assessments; (4) the difference between the percentage of AI/AN students in grades three through eight at or above the proficient level in reading and mathematics on State assessments and the percentage of all students scoring at those levels; (5) the percentage of AI/AN students who graduate from high school as measured by the four-year adjusted cohort graduation rate; (6) the percentage of grantees providing culturally responsive activities; and (7) the percentage of funds used by grantees prior to award close-out.

Formula Grant EASIE APR

This document is a hard-copy representation of the online annual performance report which can be accessed U.S. Department of Education's via the OMB MAX Survey portal. The method for reporting grant performance for this program is completed using the provided OMB MAX Survey link. Grantees must complete the APR electronically unless they qualify for and request a paper document; those specific directions are in the annual Notice Inviting Applications

(NIA) found in the Federal Register linked [HERE](#).

APR Website

Formula Grant EASIE is located in the [OMB MAX Survey](#) portal.

Technical Assistance

OIE Formula Grant EASIE applicants can contact the Partner Support Center (PSC) for technical assistance.

Telephone: 877-457-3336

Fax: 888-329-3336

E-mail: OIE.EASIE@ed.gov

Federal Relay Service: 800-877-0996 (Voice/TTY) / federalrelay@sprint.com

Hours of operation are between 8:00 a.m. - 6:00 p.m. ET, Monday through Friday, excluding federal holidays.

Community of Practice Website

The Community of Practice (CoP) website was created to provide year-round, end-user support for all parts of the Indian Education Formula Grant EASIE. It includes pages for Parts I and II of the application, and Part III, the APR, with forms and supporting documentation, webinars, and instructional videos. A calendar with upcoming due dates, an announcement section to keep users up-to-date on current issues, and many other program resources are also available. It is located at the following link: <https://easie.grads360.org>

Paper Submission

Paper submission is permitted **with pre-arrangement**. If you are a grantee that arranged to submit a paper form, follow the directions in the Federal Register notice for submitting your APR. Use the forms that you received in response to your request for paper submission, not the sample forms attached to these instructions. For assistance with this process, contact PSC.

Deadlines

The APR submitted must address all required information to be funded in subsequent grants. The APR consists of the Cover Sheet, Participation Data, Program Performance Data and Budget. **The APR must be submitted electronically by September 30, 20XX.**

More information on the APR

Please read the "Dear Colleague Letter" located in the APR Frequently Asked Questions (FAQs), Appendix A from your program office carefully. It contains instructions for completing the APR for the Formula Grant Program. The Getting Started Technical Guide and APR FAQs documents also contain in depth information on how you will report data in the APR.

Grantees can request copies of their prior year EASIE applications by contacting PSC, see contact information under Technical Assistance.

Note: For the purposes of this report, the term "project period" is used interchangeably with the term "performance period," which is found on the Grant Award Notification (GAN).

Specific Instructions for Formula Grant APR

Section 1.1 APR Coversheet

Demographics:

Grantee Name. Identify the name of the entity that applied for the Indian Education Formula Grant.

Mailing Address. Identify the mailing address with city, state and zip.

Identification:

Grantee Identification. Identify the PR Award number, DUNs number and NCES number.

Project Director Name and Title. Identify the name, title, phone number, fax number and email address of your school year (SY) 20XX-XX project director (even if there has been a project director change since the SY 20XX-XX grant). If there was no project director assigned to the grant, identify who was responsible for carrying out program objectives and services.

Authorized Representative of the Applicant Agency. Identify the name, title, phone number, fax number and email address of your approved authorized representative (certifying official user) who was legally authorized to approve the SY 20XX-XX grant (even if there has been an authorized representative change since the SY 20XX-XX grant). The grantee's authorized representative must certify the APR.

Type of Grantee Information. Identify the type of grantee that was identified in Part I of the EASIE application from SY 20XX-XX (LEA, BIE-funded school, Tribe, Indian Organization "IO" or Indian Community Based Organization "ICBO").

Type of Application Information. Identify the type of application that was identified in Part II of the EASIE application from SY 20XX-XX (regular formula grant, Title I schoolwide or Integration of Services).

Application Duration. Identify the duration of the application that was selected in Part I of the EASIE application from SY 20XX-XX (single or multi-year).

Grade Levels Served. Identify the grade level served that was identified in Part II of the EASIE application from SY 20XX-XX.

Reporting Period: July 1, 20XX-June 30, 20XX

Partner Identification (for Consortiums). Identify all the entities of the consortium that were identified in Part I of the EASIE application from SY 20XX-XX.

Section 1.2 Grant Objective Participation Data

Instructions for completing table

Provide information on target population, and total # of participants served during the reporting period for each activity/service.

Indian Student Count from Part I: Enter the student count that was identified in Part I of the EASIE application from SY 20XX-XX.

Objective: Enter the objective(s) that were identified in Part II of the EASIE application from SY 20XX-XX.

Activity/Service: Enter each activity/service(s) that were identified in Part II of the EASIE application from SY 20XX-XX.

Grade Levels Served: Enter the grade level served as identified in Part II of the EASIE application from SY 20XX-XX.

Target Population:

- Select the target population(s) served for each activity/service. Activities may serve single or multiple populations (e.g., Family Literacy Night using culturally-based reading materials for elementary children may serve Indian students, parents of Indian students, and teachers of Indian students).
- The target population choices are as follows: Indian students, parent of Indian students, teachers of Indian students, other (administrators), no target population (curriculum development), or N/A: activity not implemented.
- If an activity does not have a target population (e.g., curriculum development), select "No target population."
- If an activity was not implemented, select "N/A: activity not implemented."

Number Served:

- For each individual activity or service under each objective, enter the total number of persons in each group who received services during the reporting period. Note: Only count each participant **once** for each individual activity/service under each objective, even if that person attended multiple activities or services for that objective.
- If the activity does not have a target population, leave all associated fields blank.
- If an activity was not implemented, leave all associated fields blank.

Grant Objective Summary

Directions: Provide highlights of the project's goals describing the extent to which the activities and services address the unique cultural, language and educational needs of Indian students. Programs should also describe specific types of activities as well as the frequency of activities. (e.g., under the objective Parent Involvement, a Family Literacy Night was developed. The Project Director led the event using culturally relevant books from our tribe and the book's author had a book signing after the event. The Family Literacy Night was held quarterly for K-6 students, parents and teachers). It should also explain why an objective was not implemented. The comment section is mandatory. Character limit is 2,000 characters.

Section 1.3: Project Performance Data Chart

Directions: Enter the objectives and data sources from Part II from your EASIE application. In your approved grant application, you established project objectives and outcomes for activities stating what you hope to achieve with your funded grant project. Indicate whether you met each objective by determining if the activities are effective in improving the educational achievement of Indian students during the current reporting period according to your selected data source. Provide an explanation of how the objective was/was not met and provide any future steps for improvement. Also, you will explain how your data on your performance measures demonstrate that you have met or are making progress towards meeting each project objective.

Instructions for completing table

Objective: Enter each objective(s) that were identified in Part II of the EASIE application from SY 20XX-XX.

Activity/Service: Enter each activity/service(s) that were identified in Part II of the EASIE application from SY 20XX-XX.

Data Source: Enter each data source(s) that were identified in Part II of the EASIE application from SY 20XX-XX.

Objective Results: Indicate whether you met each objective during the current reporting period. Check 'yes' if the objective was met or 'no' if the objective was not met

Analysis of Objective Results: Provide an explanation of how the objective was/was not met and provide any implemented or future steps for improvement.

Section 1.4: Assessment and Graduation

Mathematics and Reading State Assessment Data for Indian Students

Report the percentage of AI/AN students in grades three through eight meeting State achievement standards by scoring at or above the proficient level in reading and mathematics on State assessments.

Enter the total number of Indian students assessed AND the total number of Indian students scoring at or above proficient level in mathematics and reading in grades 3-8 for state assessments, and then provide the calculated percentage.

Mathematics and Reading State Assessment Data for All Students

Report the percentage of all students in grades three through eight meeting State achievement standards by scoring at or above the proficient level in reading and mathematics on State assessments.

Enter the total number of all students assessed AND the total number of all student scoring at or above proficient level in mathematics and reading in grades three through eight on State assessments, and then provide the calculated percentage.

Explanation of Math and Reading State Assessment Data: If the mathematics or reading state assessment data is edited, a comment box will appear. This required field provides an opportunity to provide information about the data. Programs should describe what data was entered. (e.g., State reading assessment was from two years ago or Data submitted in chart is for SY 20XX-20XX). Character limit is 1,000 characters.

Summary of State Assessment Data

The summary of the State Assessment Data provides the difference between the percentage of AI/AN students in grades three through eight scoring at or above the proficient level in reading and mathematics on State assessments and calculates the percentage of all students scoring at those levels.

Graduation Data

Provide the percentage of AI/AN students who graduate from high school as measured by the four-year adjusted cohort graduation rate. Graduation data is required if your project included high school students. Enter the value as a percentage to one decimal place (e.g., 57.4%). The graduation data is pre-populated from information provided by ED*Facts*; however, graduation data can be edited by grantees by checking the box.

Section 1.5: Budget Data

Instructions for Completing Table

Provide budget data from G5 for Amount Obligated and Amount Expended. Calculate Funds Remaining and Percentage Remaining. In the comment box, you must provide an explanation of why you have not drawn down at least 90% of the grant funds from the G5 System to pay for budget expenditure amounts. Also describe any significant changes to your budget resulting from modification of project activities.

If the program's expenditure records do not match the amount in G5, contact OIE for further instruction and select yes on question 3 in Section D: Additional Program Information and Certification, to request technical assistance.

Additional Program Information

Read each question carefully. Select yes or no for each question. OIE will respond to questions with yes selected.

Certification

The authorized representative responds to each attestation statement and certifies the APR with signature, date and title. The authorized representative must be authorized to legally bind the entity.

**Office of Indian Education
Title VI Indian Education Formula Grant
Annual Performance Report**

Complete the Annual Performance Report Applicant Information with the appropriate information.

Demographics:

Grantee Name _____

Address _____

City, State, Zip _____

Grantee Identification:

PR # S060A1XXXX _____

DUNS # _____

NCES # _____

Project Director Name and Title:

Name: _____

Title: _____

Tel: _____ Fax: _____

E-mail: _____

Superintendent/Authorized Representative of the Grantee:

Name: _____

Title: _____

Tel: _____ Fax: _____

E-mail: _____

Application Duration:

Single-Year Application or Multi-Year Application

Type of Grantee:

- ☐ LEA as a single applicant
- ☐ LEA consortium leader
- ☐ BIE-operated elementary and/or secondary school
- ☐ BIE-grant and contract elementary and/or secondary school
- ☐ Tribe applying in lieu of LEA
- ☐ Tribe applying in lieu of LEAs
- ☐ Indian Organization
- ☐ Indian Organization in Consortium
- ☐ Indian Community-Based Organization
- ☐ Indian Community-Based Organization in Consortium

Type of Application:

- ☐ Regular formula grant program
- ☐ Title I School-wide Program
- ☐ Integration of Services (Section 6116)

Grades Offered in SY 20XX-XX

Indicate the grade levels offered by this LEA.

__PK_K_1_2_3_4_5_6_7_8_9_10_11_12

Consortium Partner Identification

NCES #	LEA Name	City	State
1.			
2.			
3.			
4.			
5.			

Section 1.2 Grant Objective Participation Data

Indian Student Count from Part I: _____

Objective:

Grades:

Activity/Service	Target Population	Total Served during the Reporting Period
[Dropdown menu of options]	<input type="checkbox"/> Indian students <input type="checkbox"/> Parents of Indian students <input type="checkbox"/> Teachers of Indian students <input type="checkbox"/> Other (e.g., administrators) <input type="checkbox"/> No target population (e.g., curriculum development) <input type="checkbox"/> N/A: activity not implemented	Students: _____ Parents: _____ Teachers: _____ Other/Administrators: _____
[Dropdown menu of options]	<input type="checkbox"/> Indian students <input type="checkbox"/> Parents of Indian students <input type="checkbox"/> Teachers of Indian students <input type="checkbox"/> Other (e.g., administrators) <input type="checkbox"/> No target population (e.g., curriculum development) <input type="checkbox"/> N/A: activity not implemented	Students: _____ Parents: _____ Teachers: _____ Other/Administrators: _____

Objectives [Dropdown menu of options]:

Increase school readiness

Increase academic achievement

Increase knowledge of cultural identity and awareness

Enhance problem solving and cognitive skills development and directly support attainment of State standards

Increase school attendance rate

Decrease school dropout rate

Increase graduation rate

Increase career readiness skills (e.g., technology skills, leadership skills)

Increase college enrollment

Increase prevention activities for violence, suicide, and substance abuse

Increase parent participation

Increase Native American Language instruction programs

Increase support for at-risk students

Activities [Dropdown menu of options]:

Native Language Instruction

Culturally-responsive early childhood programs and activities

Culturally-responsive professional development

Indian education, including language and history)

Cultural enrichment (e.g., events, field trips, clubs)

Culturally-responsive academic support (e.g., study skills, homework support)

Overall, in reading or ELA, in mathematics, in science, in other subjects (e.g., social studies)

Culturally-responsive academic enrichment (e.g., after school programs, projects)

College preparation (e.g., ACT or SAT preparation, exploration, advanced placement classes or testing)

Career preparation (e.g., technology skills, internships)
Gifted and talented programs
Student advocacy or leadership
Culturally-responsive mentoring
Substance abuse prevention
Suicide prevention
Violence prevention
Culturally-responsive counseling
Family literacy with culturally-based materials
Parent involvement
Drop-out prevention strategies
Programs for students in correctional facilities
Summer school

Note: Create additional tables for multiple program objectives.

Directions: Provide highlights of the project's goals describing the extent the activities and services address the unique cultural, language and educational needs of Indian students. Programs should describe specific types of activities as well as the frequency of activities. (*e.g.*, under the objective Parent Involvement, a Family Literacy Night was developed. The Project Director led the event using culturally relevant books from our tribe and the book's author had a book signing after the event. The Family Literacy Night was held quarterly for K-6 students, parents, and teachers). It should also explain why an objective was not implemented. The comment section is mandatory. Character limit is 2,000 characters.

Note: For Title I Schoolwide programs, you must include information about project activities and services and the extent to which the activities and services address the unique cultural, language and educational needs of Indian students, and how the use of funds in a schoolwide program produced benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program. The comment section is mandatory. Character limit is 2,000 characters.

Comment Section:

Section 1.3 Project Performance Data

Directions: Enter the objectives and data sources from Part II of your EASIE application. In your approved grant application, you established project objectives and outcomes for activities stating what you hope to achieve with your funded grant project. Indicate whether you met each objective by determining if the activities are effective in improving the educational achievement of Indian students during the current reporting period according to your selected data source. Provide an explanation of how the objective was/was not met and provide any future steps for improvement. Also, you will explain how your data on your performance measures demonstrate that you have met or are making progress towards meeting each project objective.

Objectives:

Activity/Service	Data Source	Objective Met?	Explanation (Required)
		Yes Partially No	
		Yes Partially No	

Note: Create additional tables for multiple program objectives and data sources.

Section 1.4 Assessments and Graduation Data

National Assessment of Educational Progress (NAEP) - National Indian Education Study (NIES): Indian Students Only

Note: OIE will provide/pre-fill the data to fully complete the National and State Assessment tables included below.

The pre-filled data in the tables below is your percentage of AI/AN students in grades four and eight meeting NAEP achievement standards by scoring at or above the basic level in reading and mathematics on the most recently available NAEP culturally responsive assessments, which are administered every four years. More here: <https://nces.ed.gov/nationsreportcard/nies/>

National Indian Education Study (NIES) Reading - INDIAN Students Only			
Data Provided Below is from the Following Year: 20__			
Grade Level	Total # of Indian Students Assessed	# of Indian Students Basic or Above	% of Indian Students Basic or Above
4			
8			
Totals			

National Indian Education Study (NIES) Math – INDIAN Students Only			
Data Provided Below is from the Following Year: 20__			
Grade Level	Total # of Indian Students Assessed	# of Indian Students Basic or Above	% of Indian Students Basic or Above
4			
8			
Totals			

Note: Add additional tables for additional LEAs - Consortium. (Optional)

State Assessment Data

All Students

Provide the percentage of all students in grades three through eight meeting State achievement standards by scoring at or above the proficient level in reading and mathematics on State assessments:-

State Assessments (EDFacts)- Reading – ALL Students			
Grade Level	Total # of all Students Assessed	# of all Students Proficient or Above	% of all Students Proficient or Above
3			
4			
5			
6			
7			
8			
Totals			

State Assessment (EDFacts)- Mathematics – ALL Students			
Grade Level	Total # of all Students Assessed	# of all Students Proficient or Above	% of all Students Proficient or Above
3			
4			
5			
6			
7			
8			
Totals			

Note: Create additional tables for additional LEAs (Consortium).

Summary of State Assessment Data

Provide the difference between the percentage of AI/AN students in grades three through eight scoring at or above the proficient level in reading and mathematics on State assessments and the percentage of all students scoring at those levels.

Provide a summary of state assessment data.

	Reading	Mathematics
	% Scoring Proficient or Above	% Scoring Proficient or Above
Indian Students		
All Students		
Difference (i.e., adding up the number of [AI/AN or all] students scoring proficient or above across all grantees and then dividing by the total number of [AI/AN or all] students across all grantees)		

Local Benchmark Assessment Data (Optional)

All Students (Optional)

Local Benchmark Assessment-Reading for ALL Students			
Grade Level	Total # of all Students Assessed	# of all Students Proficient or Above	% of all Students Proficient or Above
3			
4			
5			
6			
7			
8			
Totals			

Provide the percentage of all students in grades three through eight meeting LEA/Tribe Benchmark Assessment achievement data by scoring at or above the proficient level in reading and mathematics on local benchmark assessments

Local Benchmark Assessment-Mathematics for ALL Students			
Grade Level	Total # of all Students Assessed	# of all Students Proficient or Above	% of all Students Proficient or Above
3			
4			
5			
6			
7			
8			
Totals			

Indian Students (Optional)

Local Benchmark Assessment-Reading for Indian Students			
Grade Level	Total # of Indian Students Assessed	# of Indian Students Proficient or Above	% of Indian Students Proficient or Above
3			
4			
5			
6			
7			
8			
Totals			

Provide the percentage of Indian students in grades three through eight meeting LEA/Tribe Benchmark Assessment achievement data by scoring at or above the proficient level in reading and mathematics on local benchmark assessments

Local Benchmark Assessment-Mathematics for Indian Students			
Grade Level	Total # of Indian Students Assessed	# of Indian Students Proficient or Above	% of Indian Students Proficient or Above
3			
4			
5			
6			
7			
8			
Totals			

Note: Create additional tables for additional LEAs (Consortium).

Summary of Local Benchmark Assessment Data (Optional)

Provide the difference between the percentage of AI/AN students in grades three through eight scoring at or above the proficient level in reading and mathematics on local benchmark assessments and the percentage of all students scoring at those levels.

Provide a summary of local benchmark assessment data (Optional).

	Reading	Mathematics
	% Scoring Proficient or Above	% Scoring Proficient or Above
Indian Students		
All Students		

Difference		
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Graduation Data

Provide the percentage of AI/AN students who graduate from high school as measured by the four-year adjusted cohort graduation rate. Graduation data is required if your project included high school students. Enter the value as a percentage, as identified below.

Graduation Data	
Graduation Rate for Indian Students	Graduation Rate for All Students

Section 1.5 Budget Data

Provide budget data from G5.gov for amount obligated and amount expended. Calculate funds remaining and percentage remaining.

Amount Obligated	
Amount Expended	
Funds Remaining (unexpended and/or unobligated funds)	
Percentage Remaining (e.g., Funds Remaining/Total award amount)	

If the percentage remaining is 90% or more, you must provide in the comment box an explanation of why you have not drawn down at least 90% of the grant funds from the G5 System to pay for budget expenditure amounts. Also include a description of any significant changes to your budget resulting from modification of project activities

Read each question carefully. Select yes or no for each question. OIE will respond to questions with yes selected.

- ☐ Yes ☐ No 1. Key grant personnel have changed from SY 201X-1X. (project director or authorized representative).
- ☐ Yes ☐ No 2. Grant funds were expended during grant performance period and were not claimed, so a late liquidation is requested.

☐ Yes ☐ No 3. Requesting technical assistance.

☐ Yes ☐ No 4. Requests that the Department of Education close out the SY 202X Indian Education Formula Grant

Certification

- ☐ By checking this box, I certify to the best of my knowledge and belief, as the authorized representative of this entity, all data in this performance report are true, complete and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material may subject me to penalties under The False Claims Act, 18 U.S.C. 1001.
- ☐ By checking this box, I certify that the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative:

_____ Date: _____

Title: _____