
Native American and Alaska Native Children in School (NAM) Program

2021 Competition

Frequently Asked Questions



December 18, 2020

NAM GRANT PROGRAM

1. What is the purpose of the NAM Program?

The purpose of the Native American and Alaska Native Children in School (NAM) program is to award grants to eligible entities to develop and enhance capacity to provide effective instruction and support to Native American students who are identified as English learners (ELs). The goal of this program is to support the teaching, learning and studying of Native American languages while also increasing the English language proficiency of students served to meet the same standards that all children are expected to meet.

2. Is it the policy of the United States to support the use of Native American languages?

Under the Native American Languages Act, 25 U.S.C. 2903, it is the policy of the United States to encourage and support the use of Native American languages as a medium of instruction in order to encourage and support—

- Native American language survival,
- educational opportunity,
- increased student success and performance,
- increased student awareness and knowledge of their culture and history, and
- increased student and community pride.

3. Who is eligible to apply for a grant under the NAM Program?

The following entities that carry out programs for individuals served by elementary, secondary, and postsecondary schools primarily for Native American students (including Alaskan Native, Native Hawaiian and Native American Pacific Islander children) are eligible applicants under this program:

- An Indian tribe
- A tribally sanctioned educational authority
- A Native Hawaiian or Native American Pacific Islander native language educational organization
- An elementary school or secondary school that is operated or funded by the Bureau of Indian Education, or a consortium of such schools
- An elementary school or secondary school operated under a contract with or grant from the Bureau of Indian Education, in consortium with another such school or a tribal or community organization
- An elementary school or secondary school operated by the Bureau of Indian Education and an institution of higher education, in consortium with an elementary school or secondary school operated under a contract with or grant from the Bureau of Indian Education or a tribal or community organization

4. Is there a Cost Sharing or Matching requirement?

This program does not require cost sharing or matching.

5. Can a school district with Title III formula grant fund be a recipient of the NAM grant funding as well?

Under Section 3112(a) of the ESEA, as reauthorized by ESSA, English Learner students served under NAM grants shall not be included in the child count submitted by a school district under Section 3114(a) for purposes of receiving funding under the English Acquisition State Grant's program.

6. Are there any requirements concerning the participation of private school children and their teachers that apply to this program?

An entity that receives a grant under the Native American and Alaska Native Children in School Program must provide for the equitable participation of private school children and their teachers or other educational personnel.

In order to ensure that grant program activities address the needs of private school children, the applicant must engage in timely and meaningful consultation with appropriate private school officials during the design and development of the program. This consultation must take place before the applicant makes any decision that affects the opportunities for participation by eligible private school children, teachers, and other educational personnel. Administrative direction and control over grant funds must remain with the grantee. (See section 9501 of the ESEA, Participation by Private School Children and Teachers.)

7. Are grantees permitted to use funds for a planning period?

Grantees are permitted to use funds for a planning period. An applicant that proposes a planning period should describe the activities it proposes to conduct during the planning period. A grantee may, or may not, serve participants during a planning period.

8. What are the reporting requirements for NAM grantees?

All NAM grantees must submit an annual performance report (APR) that provides the most current performance and financial expenditure information. The APR must include information on performance outcomes related to the GPRA as well as project-specific performance measures. The Department will consider this data in making annual continuation awards. At the end of the project period, grantees must submit a final performance report, including financial information, goal attainment, and program evaluation.

2021 NAM COMPETITION APPLICATION CONTENT

9. What is the estimated number and range of awards for the 2021 NAM Competition?

The total estimated available fund for the 2021 NAM Competition is \$2,300,000. The estimated range of awards is \$275,000-\$325,000 annually. The estimated number of awards is 8. However, the Department is not bound by any estimates in this notice.

10. If awarded a grant, may a grantee count on receiving funding for the full period of five years?

The actual level of program funding, if any, depends on final Congressional action each fiscal year and whether substantial progress has been made toward meeting the project objectives and program performance measures.

11. What are the differences between an absolute, a competitive and an invitational priority?

All applicants must address the absolute priority in order for their applications to be eligible for reviewing. Applicants are not required, but may choose to address the competitive or invitational priorities. Applications that satisfactorily address how a competitive priority would be met in their proposal narrative may receive additional points. Applications that address and meet an invitational priority receive no preference over other applications.

12. What are the absolute and invitational priorities for the 2021 NAM Competition?

- Absolute Priority: Supporting the teaching, learning, and studying of Native American languages while also increasing the English language proficiency of the children served under such a project.
- Invitational Priorities: Promoting Literacy by providing families with evidence-based (as defined in 34 CFR 77.1) strategies for promoting literacy. This may include providing families with access to books or other physical or digital materials or content about how to support their child's reading development, or providing family literacy activities (as defined in section 203(9) of the Workforce Innovation and Opportunity Act).

Remote Learning: Under this invitational priority, an applicant must propose a project that is designed to address one or both of the following priority areas:

- (a) Adopting and supporting models that leverage technology (e.g., universal design for learning, competency-based education, or hybrid/blended learning) and provide high-quality digital learning content, applications, and tools.
- (b) Providing personalized and job-embedded professional learning to build the capacity of educators to effectively use technology to create remote learning experiences that advance student engagement and learning (e.g., synchronous and asynchronous professional learning, professional learning networks or communities, and coaching).

13. What is GPRA?

Under the Government Performance and Results Act (GPRA), Federal departments and agencies must clearly describe the goals and objectives of programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and regularly report on achievement. One important source of program information on successes and lessons learned is the project evaluation conducted under individual grants.

14. How should an applicant address the Government Performance and Results Act (GPRA) measures in its application?

Applicants should develop a thorough understanding of the NAM program GPRA measures and propose an annual and a final measurable target for each of GPRA measures based on the current or first year baseline data. Applicants should include information on how these targets will be met in their program design, management plan, budget and evaluation plan.

15. What are the GPRA measures for the FY2021 NAM Competition?

The Department has developed the following GPRA performance measures for evaluating the overall effectiveness of the NAM program:

- **Measure 1:** The number of English learners (ELs) served by the program who score proficient or above on the state reading assessment.
- **Measure 2:** The number of ELs served by the program who are attaining proficiency in *English as measured by the State approved English language proficiency assessment*.
- **Measure 3:** The number of students making progress in learning a Native language, as determined by each grantee, including through measures such as performance tasks, portfolios and pre and post-tests.

16. How are performance targets set for the GPRA measures?

Applicants must provide baseline data (as defined in the Notice Inviting Applications for the NAM 2021 competition) for each of the project performance measures listed in 15 above and explain how each proposed baseline data is related to program outcomes; or, if the applicant has determined that there are no established baseline data for a particular performance measure, explain why there is no established baseline and explain how and when, during the project period, the applicant will establish a baseline for the performance measure.

17. What information should be included in the project abstract?

The project abstract is a one-page, single-spaced summary of your project. It should include the following:

- 1) Institution: state the official name of the applicant's Institution or Entity
- 2) Eligibility: state the eligibility criteria the applicant meets, the type of applicant's institution
- 3) Native Language(s): name all the native language(s) of the project participants
- 4) Partners: identify all the participating BIEs, LEAs or other Tribal sanctioned organizations if applying as a consortium
- 5) Project Title: state the title of the proposed project
- 6) Priorities: indicate whether or not your project is addressing the invitational priority

- 7) Project Goals: state proposed project goals, objectives, and performance outcomes
- 8) Project Description: state briefly the major project activities
- 9) School Data: provide key school information including participating schools, grades, total number of students to be served in 5 years, total number of participating Native American, Alaska Native, and Native Hawaii and Pacific Islander students, baseline and annual targets for performance measures
- 10) Evaluation: state the type of evaluation, provide brief description of evaluation method(s)
- 11) Contact: project director's name, telephone and e-mail

2021 NAM COMPETITION APPLICATION REVIEW

18. How are applications selected for funding?

Peer reviewers will review all eligible applications for NAM grants that are submitted by the established deadline. Readers will review and score all eligible applications on the following selection criteria: The quality of the project design, the quality of project personnel, the quality of the management plan, and the quality of the project evaluation plan.

19. Is an applicant's past performance a factor in the grant making process?

Yes. The Department will take into consideration the potential applicant's past performance in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Department may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

20. Is there a page-limit to the NAM application?

The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to no more than 35 pages and (2) use the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the one-page abstract, the resumes, the bibliography, or the letters of support. However, the recommended page limit does apply to all of the application narrative.

21. How long does it take the Department of Education to complete the review process and when will funds be available?

Most review processes take about four to six months from the deadline date through the issuance of the signed Grant Award Notification. The list of grantees will be published at <http://www2.ed.gov/programs/naanacs/index.html> and <http://www.ncela.us/>

22. How does an applicant comply with Executive Order 12372, the Intergovernmental Review of Federal Programs?

This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition. For more information, see Part 7: Intergovernmental Review of Federal Programs (Executive Order 12372) In the Application Instruction section of the Application Package.

2021 NAM COMPETITION GRANT APPLICATION

23. How do I get a copy of the NAM grant application?

You may access the electronic grant application for the NAM program at www.Grants.gov. You must search for the downloadable application package. For this 2021 NAM Competition, please use: CFDA 84.365C. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.365, not 84.365C.)

You can also obtain an application package via the Internet using the following address: www.ed.gov/fund/grant/apply/grantapps/index.html or from the Education Publications Center (ED Pubs) at its website www.EDPubs.gov; at its email address: edpubs@inet.ed.gov or contacting ED Pubs, U.S. Department of Education, P.O. Box 22207, Alexandria, VA 22304. Telephone, toll free: 1-877-433-7827. FAX: (703) 605-6794. If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call, toll free: 1-877-576-7734.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotope, or compact disc) by contacting the Office of English Acquisition, U.S. Department of Education, 400 Maryland Avenue, SW., room 5E110, Washington, DC 20202 or via email at NAM2021@ed.gov.

24. Why is it helpful for a potential applicant to submit a Notice of Intent to Apply?

A Notice of Intent to Apply from potential applicants informs the Department the approximate number of applications the program may receive so that the grant review process can be more efficiently planned. We strongly encourage each potential applicant to notify us of the applicant's intent to submit an application by emailing NAM2021@ed.gov with the subject line: Intent to Apply and include in the content of the email the following information: (1) the applicant organization's name and address, and (2) any priority the applicant is addressing in the application. The deadline to submit a Notice of Intent to Apply is February 15, 2021. Applicants that do not a Notice of Intent to Apply may still submit an application.

25. What do I do to apply electronically for the NAM Program?

To do business with the Department, and to submit your application electronically using *Grants.gov*, you must:

- a. Have a Data Universal Numbering System (DUNS) number and a Taxpayer Identification Number (TIN);
- b. Register both your DUNS number and TIN with the System for Award Management (*SAM.gov*), the Government's primary registrant database;
- c. Provide your DUNS number and TIN on your application; and
- d. Maintain an active SAM registration with current information while your application is under review by the Department and, if you are awarded a grant, during the project period.

For details on how to obtain a DUNS number, a TIN, maintain an active SAM registration, and the time it may take for each of the steps, see the Department of Education Common Instructions to Applicants of

Department of Education Discretionary Grant Programs published in the *Federal Register* on February 12, 2018. <https://www.federalregister.gov/documents/2021/02/12/2021-02558/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs>

Information about SAM is available at www.SAM.gov. To further assist you with obtaining and registering your DUNS number and TIN in *SAM.gov* or updating your existing SAM account, we have prepared a *SAM.gov* Tip Sheet, which you can find at: <http://www2.ed.gov/fund/grant/apply/samfaqs.html>.

26. Where does a potential applicant locate resources, information, on the NAM Program and the application support?

Potential applicants may obtain an application package via the Internet or from the Education Publications Center (ED Pubs). To obtain a copy via the Internet, use the following address: www.ed.gov/fund/grant/apply/grantapps/index.html.

For guidance on ED's discretionary grant process and the laws and regulations that govern it, please refer to "Grant making at ED: Answers to Your Questions about the Discretionary Grants Process" at: <http://www2.ed.gov/fund/grant/about/grantmaking/index.html>

Additional resources can be found at the National Clearinghouse for English Language Acquisition website: <http://www.ncela.us/>

The NAM program office intends to hold Webinars designed to provide technical assistance to interested applicants. Detailed information regarding these meetings will be provided on the NAM Web site at <http://www2.ed.gov/programs/naancs/index.html>

Applicants may use resources such as the Pacific Education Laboratory's Education Logic Model Application (<http://relpacific.mcrel.org/resources/elm-app>) to help design their logic models

For Grants.gov support, applicants may use the following resources:

For additional training resources, including video tutorials, refer to:

<https://www.grants.gov/web/grants/applicants/applicant-training.html>

Applicant Support: Grants.gov provides applicants 24/7 support via the toll-free number 1-800-518-4726 and email at support@grants.gov. For questions related to the specific grant opportunity, contact the number listed in the application package of the grant you are applying for.

For applicants experiencing difficulties with submission, it is best to call the *Grants.gov* Support Center and get a ticket number. The Support Center ticket number will assist the Department with tracking issues and understanding background information on the issue.

2021 NAM COMPETITION APPLICATION SUBMISSION

27. How do I submit the application under the FY 2021 NAM Program competition?

Applicants for grants under the NAM program must submit their application via *Grants.gov* Workspace. Applicants may not email an electronic copy of a grant application to the Department. An application submitted in paper format will be rejected unless the applicant is qualified for one of the exceptions to the electronic submission requirement as described in the NAM Notice Inviting Applications.

In addition, in order to submit your application via *Grants.gov*, you must (1) register as an applicant using your DUNS number; and (2) be designated by your organization's E-Biz Point of Contact as an Authorized Organization Representative (AOR). Details on these steps are outlined at the following *Grants.gov* web page: <https://www.grants.gov/web/grants/register.html>

28. What is the Workspace in *Grants.gov*?

A *Grants.gov* applicant must apply online using Workspace, a shared environment where members of a grant team may simultaneously access and edit different web forms within an application. An applicant can create an individual Workspace for each application notice and establish for that application a collaborative application package that allows more than one person in the applicant's organization to work concurrently on an application. The *Grants.gov* system also enables the applicant to reuse forms from previous submissions, check them in and out to complete them, and submit the application package. For access to further instructions on how to apply using *Grants.gov*, refer to: www.grants.gov/web/grants/applicants/apply-for-grants.html

29. May applicants submit personnel resumes as an appendix to the application?

Applicants should address qualifications of personnel in the narrative response to the key personnel criterion. Applicants are requested not to submit resumes, but instead provide position descriptions and qualifications for key personnel who will work on the project, including the project director, the project coordinator, project evaluator(s), LEA and other partner staff.

30. How much time does it take to upload an application?

The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your internet connection. Therefore, we strongly recommend that you leave yourself plenty of time to complete your submission.

When you submit your application electronically, all documents must be submitted in this manner, including all information you typically provide on the following forms: The Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications.

When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in a read-only flattened Portable Document Format (PDF), meaning any fillable documents must be saved and submitted as non-fillable PDF files. Do not upload an interactive or fillable PDF file. If you upload a file type other than a read-only, non-fillable PDF (e.g., Word, Excel, WordPerfect, etc.) or submit a password-protected file, we will be unable to review that material. Please note that this will likely result in your application not being considered for funding. The Department will not convert material from other formats to PDF.

31. What should an applicant do in order to submit an electronic application on time?

You should review and follow the Education Submission Procedures for submitting an application through *Grants.gov* that are included in the application package for the program to ensure that you submit your application on time. You can also find the Education Submission Procedures pertaining to *Grants.gov* under News and Events on the Department's G5 system home page at www.G5.gov. In addition, for specific guidance and procedures for submitting an application through *Grants.gov*, please refer to the *Grants.gov* website at: www.grants.gov/web/grants/applicants/apply-for-grants.html

Your application must be fully uploaded and submitted and must be date and time stamped by the *Grants.gov* system no later than 11:59:59 p.m., Washington, DC time, on the application deadline date to be eligible for reviewing.

32. How would an applicant know that the application has been successfully submitted?

After you electronically submit your application, you will receive from *Grants.gov* an automatic notification of receipt that contains a *Grants.gov* tracking number. *Grants.gov* also will notify you automatically by email if your application met all of the *Grants.gov* validation requirements or if there were any errors (such as submission of your application by someone other than a registered AOR, issues with your DUNS

number, or inclusion of an attachment with a file name that contains special characters). You will be given an opportunity to correct any errors and resubmit, but you must still meet the deadline for submission of applications. Once your application is successfully validated by *Grants.gov*, the Department will retrieve your application from *Grants.gov* and send you an email with a unique PR/Award number for your application.

33. Will there be annual meetings that provide for one-on-one interaction with Department staff?

Yes, after the awards are made, grantees should plan for annual meetings in Washington, DC, to meet with the project officers and other relevant staff.

2021 NAM COMPETITION DEFINITIONS

Language instruction educational program means:

- (A) In which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by section 1111(b)(1); and
- (B) That may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language. (Section 3201 of the ESEA, as amended by ESSA)

"Native American" and "Native American Language" are defined, under Section 3201(9) of ESEA, as reauthorized by ESSA, to have the same meaning as those terms have under Section 103 of the Native American Languages Act. Under that Act, these terms are defined as follows. "Native American" means an Indian, Native Hawaiian, or Native American Pacific Islander. "Native American language" means the historical, traditional language spoken by Native Americans.

"Indian tribe" means any Indian tribe, band, nation, or other organized group or community, including any Native village or Regional Corporation or Village Corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act, that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. (ESEA Section 3301 (7)).

"Native Hawaiian or Native American Pacific Islander native language educational organization" means a nonprofit organization with (A) a majority of its governing board and employees consisting of fluent speakers of the traditional Native American languages used in the organization's educational programs; and (B) not less than 5 years successful experience in providing educational services in traditional Native American languages. (ESEA Section 3301 (10))

"Tribally sanctioned educational authority" means (A) Any department or division of education operating within the administrative structure of the duly constituted governing body of an Indian tribe; and (B) Any nonprofit institution or organization that is (i) Chartered by the governing body of an Indian tribe to operate a school described in section 3112(a) or otherwise to oversee the delivery of educational services to members of the tribe; and (ii) Approved by the Secretary for the purpose of carrying out programs under subpart 1 of part A for individuals served by a school described in section 3112(a). (ESEA Section 3201, as reauthorized by ESSA).

Local educational agency means

- (a) A public board of education or other public authority legally constituted within a State for either administrative control of or direction of, or to perform service functions for, public elementary or secondary schools in:
- (1) A city, county, township, school district or other political subdivision of a state; or
 - (2) Such combination of school districts or counties a State recognizes as an administrative agency for its public elementary or secondary schools; or
- (b) Any other public institution or agency that has administrative control and direction of a public elementary or secondary school.
- (c) As used in 34CFR parts 400, 408, 525, 526 and 527 (vocational education programs), the term also includes any other public institution or agency that has administrative control and direction of a vocational education program. (34 CFR 77.1)7. Institution of higher education is defined in The ESEA, at Section 9101, as follows: (24) INSTITUTION OF HIGHER EDUCATION- The term institution of higher education' has the meaning given that term in section 101(a) of the Higher Education Act of 1965. Section 101 of the Higher Education Act of 1965, 20 USC 1001 provides that:
- (a) Institution of higher education For purposes of this chapter, other than subchapter IV, the term "institution of higher education" means an educational institution in any State that-
- (1) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
 - (2) Is legally authorized within such State to provide a program of education beyond secondary education;
 - (3) Provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree;
 - (4) Is a public or other nonprofit institution; and
 - (5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre-accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

Children or students with high needs means children or students at risk of educational failure or otherwise in need of special assistance or support, such as children and students who are living in poverty, who are English learners, who are academically far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a regular high school diploma on time, who are homeless, who are in foster care, who have been incarcerated, or are children or students with disabilities.

Community engagement means the systematic inclusion of community organizations as partners with State educational agencies, local educational agencies, or other educational institutions, or their school or program staff to accomplish activities that may include developing a shared community vision, establishing a shared accountability agreement, participating in shared data-collection and analysis, or establishing community networks that are focused on shared community level outcomes. These organizations may include faith and community based organizations, institutions of higher education (including minority serving institutions eligible to receive aid under Title III or Title V of the Higher Education Act of 1965) businesses and industries, labor organizations, State and local government entities, or Federal entities other than the Department.

Demonstrates a rationale means a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes. (34 CFR 77.1)

English learner, when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii)(I) who is a Native American or Alaska Native, or a Native resident of the outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual--
 - (i) the ability to meet the State's challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society. (Section 8101 of the ESSA)

Logic model (also referred to as Theory of Action) means a well-specific conceptual framework that identifies key components of the proposed process, product, strategy, or practice (i.e. the active "ingredients" that are hypothesized to be critical to achieving the relevant outcomes) and describes the relationships among the key components and outcomes, theoretically and operationally. (34 CFR 77.1.)
Note: Applicants may use resources such as the Pacific Education Laboratory's Education Logic Model Application (<http://relpacific.mcrel.org/resources/elm-app>) to help design their logic models.

Student achievement means for grades and subjects in which assessments are required under section 1111(b)(2) of Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA): (1) A student's score on such assessments; and, as appropriate (2) other measures of student learning, such as those described in the subsequent paragraph, provided that they are rigorous and comparable across schools with a local educational agency (LEA).

For grades and subjects in which assessments are not required under section 1111(b)(2) of ESEA, amended, by ESSA: (1) Alternative measures of student learning and performance, such as student results on pre-tests, end-of course tests, and objective performance based assessments; (2) students learning objectives; (3) student performance on English language proficiency assessments; and (4) other measures of student achievement that are rigorous and comparable across schools within an LEA.

Remote learning means programming where at least part of the learning occurs away from the physical school building in a manner that addresses a learner's educational needs. Remote learning may include online, hybrid/blended learning, or non-technology-based learning (e.g., lab kits, project supplies, paper packets); and

Competency-based education (CBE) (also called proficiency-based or mastery-based learning) means learning based on knowledge and skills that are transparent and measurable. Progression is based on demonstrated mastery of what students are expected to know (knowledge) and be able to do (skills), rather than seat time or age.