NHCTEP
Native Hawaiian Career and Technical Education Program
Assistance Listing Number (CFDA) 84.259A

Pre-Application Webinar
February 2, 2021 | 2 p.m. (Eastern Time)
AGENDA

Questions

- NHCTEPgrant@ed.gov

Disclaimer and Resources

- Federal Register

Unpacking the Notice Inviting Applicants (NIA)

- Funding Opportunity Description
- Award Information
- Eligibility Information
- Application and Submission Information
- Application Review Information
- Award Administration Information

How to Apply

- Checklist
DISCLAIMER

• This pre-application webinar does not contain the full text of the NIA, and it should only be used as a guide when completing and submitting your NHCTEP grant application.

• The NIA is the authoritative source for the rules, priorities, and selection criteria for this competition, and in any place where this pre-application webinar and the NIA conflict, the NIA takes precedence.

• Please refer to the NIA for full details associated with this grant competition.
www.federalregister.gov

Assistance Listing Number (CFDA) 84.259A
Applications for New Awards; Native Hawaiian Career and Technical Education Program (NHCTEP)

by the Education Department on 01/19/2021.

Career and Technical Education Program (NHCTEP), Assistance Listing number 84.259A. This notice relates to the approved information collection under OMB control...
Applications for New Awards; Native Hawaiian Career and Technical Education Program (NHCTEP)

A Notice by the Education Department on 01/19/2021

AGENCY:
Office of Career, Technical, and Adult Education, Department of Education.

ACTION:
Notice.

SUMMARY:
The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2021 for the Native Hawaiian Career and Technical Education Program (NHCTEP), Assistance Listing number 84.259.A. This notice relates to the approved information collection under OMB control number 1830-0564.
UNPACKING THE NIA

Notice Inviting Applications
SUMMARY

- The U.S. Department of Education (Department) has issued an NIA for new awards for fiscal year (FY) 2021 for NHCTEP.
  - Assistance Listing Number (CFDA) 84.259A.
- This notice relates to the approved information collection
  - OMB Control Number 1830-0564.
- Applicants are strongly encouraged, but not required, to submit a notice of intent to apply by February 18, 2021.
DATES AND KEY DEADLINES

• Deadline for transmittal of applications
  ✦ March 22, 2021 @ 11:59:59 p.m. (ET)
  ✦ Apply on Grants.gov only

• Notice of intent to apply deadline
  ✦ February 18, 2021

• Send e-mail to:
  ✦ NHCTEPgrant@ed.gov
  ✦ Subject line of email:
    ✦ “FY2021 NHCTEP INTENT to APPLY”
FUNDING
OPPORTUNITY
DESCRIPTION
PURPOSE OF PROGRAM

- NHCTEP provides grants to improve career and technical education (CTE) programs that are consistent with the purposes of the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and that benefit Native Hawaiians. Section 116(e) of Perkins V provides that programs, services, and activities funded under NHCTEP must support and improve career and technical education programs. (20 U.S.C. 2326(e))
BACKGROUND

• This notice invites applications for a competition for NHCTEP grants under Perkins V. Section 116(h) of Perkins V authorizes the Secretary of Education (Secretary) to award grants to community-based organizations primarily serving and representing Native Hawaiians to plan, conduct, and administer programs, or portions of programs, that are for the benefit of Native Hawaiians and authorized by and consistent with Perkins V.
Purpose

- Congress amended the statement of purpose of the law in Perkins V, most significantly by adding, as a new purpose, increasing employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities; individuals from economically disadvantaged families; out-of-workforce individuals; youth who are in or have aged out of the foster care system; and homeless individuals.

- Other amendments to the purpose incorporate references to programs of study and the development of employability skills by students; deleted the term “tech-prep education”; and changed a reference to “high-demand occupations” to “in-demand occupations,” a new term defined by Perkins V.
Definitions

- Congress amended the definitions of certain terms that affect NHCTEP. Most significant among these are changes to the definition of “career and technical education”, which now includes—
  - A recognized postsecondary credential;
  - Career exploration at the high school level or as early as middle grades;
  - Coordination between secondary and post-secondary education programs through programs of study; and
  - Work-based learning.
Definitions

- Congress also made significant changes to the definition of “special populations”.
  - Perkins V now includes three additional subpopulations with this definition: homeless individuals; youth who are in or have aged out of the foster care system; and youth with a parent who is a member of the armed forces and who is on active duty.
  - The term “displaced homemakers” has been removed and replaced by the term “out-of-workforce individuals.
  - The term “individuals with limited English proficiency” has been changed to “English learners”.

STATUTORY CHANGES AFFECTING NHCTEP
STATUTORY CHANGES AFFECTING NHCTEP

Authorized Activities

• A new allowable use of funds in Perkins V permits NHCTEP grant funds to be used to provide preparatory, refresher, and remedial education services that are designed to enable students to achieve success in CTE programs or programs of study.
Authorized Activities

• Section 134(c) of Perkins V required subrecipients of funds under Perkins V to conduct a local comprehensive needs assessment that must include a description of how CTE programs are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations and are designed to meet local education or economic needs. Eligible applicants for NHCTEP may wish to review the comprehensive local needs assessment and use its data to inform project design and to better prepare Native Hawaiian students for successful careers.
ABSOLUTE PRIORITY

- This competition has one **Absolute Priority** which is from the notice of final priorities for discretionary grant programs, published in the Federal Register on March 9, 2020.

- Under 34 CFR 75.105(c)(3), only applications that meet the absolute priority will be considered.
ABSOLUTE PRIORITY

• This priority is **Demonstrates A Rationale**. Under this priority, an applicant proposes a project that demonstrates a rationale (as defined in the NIA).

• Applicants may wish to review the following technical assistance resources on evaluation and logics models:
  
  - The Logic Model Workshop Toolkit, developed by the Institute of Education Sciences:  
  
  - The Ideas that Work website hosted by the Office of Special Education Programs:  
    [https://osepideasthatwork.org/evaluation](https://osepideasthatwork.org/evaluation)
This competition has **ONE Competitive Preference Priority** which is from the Secretary's Notice of Final Supplemental Priorities and Definitions.

An additional 5 points will be awarded to an application, depending on how well the application meets this competitive preference priority.

- If an applicant chooses to address this competitive preference priority, the project narrative section of its application must identify its response to the competitive preference priority.
COMPETITIVE PREFERENCE PRIORITY

Promoting Science, Technology, Engineering, or Math (STEM) Education, With a Particular Focus on Computer Science (up to 5 points)

• Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: Science, technology, engineering, math, or computer science.

• Projects must address:
  ○ Increasing access to STEM coursework
    • Including computer science
  ○ Hands-on learning opportunities, such as through—
    ○ Expanded course offerings
    ○ Dual-enrollment
    ○ High-quality online coursework
    ○ Innovative delivery mechanisms
Authorized Programs

The Assistant Secretary will award grants to carry out projects that—

- Propose organized educational activities offering a sequence of courses;
- Include competency-based, work-based, or other applied learning;
- Coordinate between secondary and postsecondary education programs through programs of study; and
- May include career exploration at the high school level or as early as the middle grades.

• Under this section, please pay close attention to the “special rule” at the bottom of page 5165.
PROGRAM REQUIREMENT 2

Evaluation

• To help ensure the high quality of NHCTEP projects and the achievement of the goals and purposes of Section 116 of the Act, each grantee must budget for and conduct an ongoing evaluation of the effectiveness of its NHCTEP project.

• An independent evaluator must conduct the evaluation.

• The evaluation must be appropriate for the project and be both formative and summative in nature.
Student Stipends

Eligibility

To be eligible for a stipend, a student must—

• Be enrolled in a CTE project funded under this program;

• In regular attendance in a NHCTEP project and meet the training institution's attendance requirement;

• Maintain satisfactory progress in program of study according to the training institution's published standards for satisfactory progress; and

• Have an acute economic need that—
  
  ○ Prevents participation in a project funded under this program without a stipend; and

  ○ Cannot be met through a work-study program.
PrograM REquIreMent 3

student stipends

• amount
  ○ The amount of a stipend is the greater of either the minimum hourly wage prescribed by State or local law or the minimum hourly wage established under the Fair Labor Standards Act.

• financial need
  ○ A grantee may only award a stipend if the stipend combined with other resources the student receives does not exceed the student's financial need.

• calculation
  ○ To calculate the amount of a student's stipend, a grantee must multiply the number of hours a student actually attends CTE instruction by the amount of the minimum hourly wage that is prescribed by State or local law, or by the minimum hourly wage that is established under the Fair Labor Standards Act.
Student Stipends

• First-time Only
  ○ An eligible student may receive a stipend when taking a course for the first time.
  ○ However, generally, a stipend may not be provided to a student who has already taken, completed, and had the opportunity to benefit from a course and is merely repeating the course.

• Oversight Procedures
  ○ An applicant must include in its application the procedure it intends to use to determine student eligibility for stipends and stipend amounts, and its oversight procedures for the awarding and payment of stipends.
Direct Assistance to Students

Conditions to be met—

• The recipient of the direct assistance is an individual who is a member of a special population and who is participating in the grantee's NHCTEP project.

• The direct assistance is needed to address barriers to the individual's successful participation in that project.

• The direct assistance is part of a broader, more generally focused program or activity to address the needs of an individual who is a member of a special population.
Direct Assistance to Students

Conditions to be met (cont’d)—

• The grant funds used for direct assistance must be expended to *supplement*, and not *supplant*, assistance that is otherwise available from non-Federal sources.

• In determining how much of the NHCTEP grant funds it will use for direct assistance to an eligible student, a grantee must consider whether the specific services to be provided are a *reasonable and necessary cost of* providing CTE programs for special populations.
• Any applicant that is not proposing to provide CTE directly to Native Hawaiian students and proposes instead to pay one or more qualified educational entities to provide such CTE to Native Hawaiian students must include with its application a signed memorandum of understanding (MOU) between the applicant and the educational entity.

• The MOU must describe the commitment between the applicant and the educational entity and must include, at a minimum, a statement of the responsibilities of the applicant and the entity. The MOU must be signed by the appropriate individuals on behalf of each party, such as the authorizing official or administrative head of the applicant Native Hawaiian community-based organization.
**DEFINITIONS**

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<td>Waiver of Proposed Rulemaking</td>
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AWARD INFORMATION
AWARD ESTIMATES

• Type of Award: Discretionary Grants
• Available Funds: $3,176,000 for the first 12 months of the project period
• Estimated Number of Awards: 9-10
• Estimated Range of Awards: $250,000-$500,000
• Estimated Average Award Size: $350,000
• Project Period: Up to 60 months
• Cost Sharing/Match: Not required
• Supplement-Not-Supplant Funding Requirements

Disclaimer: The Department is not bound by estimates in the NIA.
ELIGIBILITY INFORMATION
The following entities are eligible to apply under this competition:

- Community-based organizations primarily serving and representing Native Hawaiians. For purposes of the NHCTEP, a community-based organization means a public or private organization that provides career and technical education, or related services, to individuals in the Native Hawaiian community.

- Any community-based organization may apply individually or as part of a consortium with one or more eligible community-based organizations.
  
  Eligible applicants seeking to apply for funds as a consortium must meet the requirements in 34 CFR 75.127-75.129.
COST AND FUNDING

Cost Sharing or Matching and Supplement-Not-Supplant

• This program does not require cost sharing or matching.
• This competition involves supplement-not-supplant funding requirements. Funds under this program may not be used to supplant non-Federal funds used to carry out CTE activities.

Indirect Cost Rate Information

• This program uses a restricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate visit https://www2.ed.gov/about/offices/list/ocfo/fipao/icgindex.html

Administrative Cost Limitation

• This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to Cost Principles described in 2 CFR part 200 subpart E of the Uniform Guidance.

Limitation of Services

• Section 215 of Perkins V forbids the use of Perkins funds for the education of students prior to the middle grades. The term middle grades refers to grades 5 through 8, as defined in section 8101 of ESEA.
SUBGRANTEES

- A grantee under this competition may award subgrants, to directly carry out project activities described in its application, to the following types of entities—
  
  - Institutions of higher education, nonprofit organizations, and local educational agencies.
  
  - The grantee may award subgrants to entities it has identified in an approved application or that it selects through a competition under procedures established by the grantee.
APPLICATION AND SUBMISSION INFORMATION
APPLICATION AND SUBMISSION

Application Submission Instructions

• Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, available at:

Submission of Proprietary Information

• Given the types of projects that may be proposed in applications for NHCTEP, your application may include business information that you consider proprietary.

• In your application, designate any information that you believe is exempt from disclosure under Exemption 4. In the appropriate Appendix section of your application, under “Other Attachments Form,” list the page number(s) on which we can find this information.
APPLICATION AND SUBMISSION

• Recommended Page Limit

  ○ The application narrative is where you address the selection criteria reviewers use to evaluate your application. We recommend that you—

  • Limit application narrative to **35 pages**
  • Use the following standards
    ○ Page **8.5” x 11” with 1” margins**
    ○ **Double space**
    ○ **12-point font** or larger
    ○ Font type **Times New Roman, Courier, Courier New, or Arial**

• As mentioned earlier in this presentation, *Notice of Intent to Apply* is requested but not required.
APPLICATION REVIEW INFORMATION
Quality of project design (Up to 50 points)

• The extent to which the services to be provided by the proposed project will create and offer activities that focus on enabling participants to obtain the skills necessary to gain employment in high-skill, high-wage, and in-demand occupations in emerging fields or in a specific career field. (Up to 20 points).

• The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (Up to 15 points).
Quality of project design (Up to 50 points) Cont.

- The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (Up to 5 points).

- The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using existing funding streams from other programs or policies supported by community, State, and Federal resources. (Up to 5 points).

- The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. (Up to 5 points).
SELECTION CRITERIA

Quality of the management plan (Up to 25 points)

- The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (Up to 10 points).

- The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 5 points).

- The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (Up to 5 points).

- The qualifications, including relevant training and experience, of the project director or principal investigator, key project personnel, and project consultants or subcontractors. (Up to 5 points).
Adequacy of resources (Up to 10 points)

- The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (Up to 2 points).

- The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (Up to 5 points).

- The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (Up to 3 points).
Quality of the project evaluation (Up to 10 points)

• The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. Up to 5 points).

• The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (Up to 5 points).
We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions.

The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department.
RISK ASSESSMENT AND SPECIAL CONDITIONS

• Before awarding grants under this competition, the Department conducts a review of the risks posed by applicants.

• The Secretary may impose special conditions and, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee—
  ◦ is not financially stable;
  ◦ has a history of unsatisfactory performance;
  ◦ has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D;
  ◦ has not fulfilled the conditions of a prior grant; or
  ◦ is otherwise not responsible.
INTEGRITY AND PERFORMANCE SYSTEM

• If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold, we must make a judgment about your integrity, business ethics, and record of performance under Federal awards—that is, the risk posed by you as an applicant—before we make an award.

• In doing so, we must consider any information about you that is in the integrity and performance system.

• You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in the Federal Awardee Performance and Integrity Information System (FAPIIS).
IN GENERAL

- Selecting recipients most likely to be successful in delivering results based on the program objectives through an objective process of evaluating Federal award applications.

- Prohibiting the purchase of certain telecommunication and video surveillance services or equipment in alignment with section 889 of the National Defense Authorization Act of 2019.

- Promoting the freedom of speech and religious liberty in alignment with Promoting Free Speech and Religious Liberty (E.O. 13798) and Improving Free Inquiry, Transparency, and Accountability at Colleges and Universities.

- Providing a preference, to the extent permitted by law, to maximize use of goods, products, and materials produced in the United States.

- Terminating agreements in whole or in part to the greatest extent authorized by law if an award no longer effectuates the program goals or agency priorities.
AWARD ADMINISTRATION INFORMATION
AWARD NOTICES

• We may send you an email containing a link to access an electronic version of your GAN. We may notify you informally, also.

• If your application is not evaluated or not selected for funding, we notify you.
• Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds.

• Additionally, a grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. The dissemination plan can be developed and submitted after your application has been reviewed and selected for funding.

• For additional information on open licensing requirements, please refer to 2 CFR 3474.20.
REPORTING

- Ensure you have in place the necessary processes and systems to comply with the reporting requirements.

- At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary.

- If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information.

- The Secretary may also require more frequent performance reports.
CTE CONCENTRATOR

CTE concentrator means—

• At the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and

• At the postsecondary level, a student enrolled in an eligible recipient who has—
  ○ Earned at least 12 credits within a career and technical education program or program of study; or
  ○ Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.
PERFORMANCE MEASURES

At the secondary level, an increase in—

- The percentage of CTE concentrators who graduate high school;

- The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant CTE program earned through a dual or concurrent enrollment program or another credit transfer agreement;

- The percentage of CTE concentrators graduating from high school having participated in work-based learning;

- The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential; and

- The percentage of CTE concentrators who, after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program, or are employed.
PERFORMANCE MEASURES

At the postsecondary level, an increase in—

• The percentage of **CTE concentrators** who remain enrolled in postsecondary education, are in advanced training, military service, or a service program, or are employed; and

• The percentage of **CTE concentrators** who receive a recognized postsecondary credential.
PROJECT-SPECIFIC PERFORMANCE MEASURES

- Applicants may propose project-specific performance measures and performance targets consistent with the objectives of the proposed project.
  - Examples of such project-specific performance measures could include student recruitment, student participation in work-based learning at the postsecondary level, and teacher and faculty participation in professional development.

- FYI—Annual and semi-annual reports are expected for each year funded. Additionally, a final performance report is also will be due.
The Secretary considers, among other things—

- Whether a grantee has made substantial progress in achieving the goals and objectives of the project;

- Whether the grantee has expended funds in a manner that is consistent with its approved application and budget;

- If the Secretary has established performance measurement requirements, the performance targets in the grantee's approved application; and

- Whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department.
HOW TO APPLY
Common Instructions for Applicants to Department of Education Discretionary Grant Programs

A Notice by the Education Department on 02/13/2019

AGENCY:
Office for Planning, Evaluation and Policy Development, Department of Education.

ACTION:
Notice; revised common instructions.

SUMMARY:
On February 12, 2018, the Department of Education (Department) published a set of common instructions for applicants seeking funds under a Department discretionary grant competition as part of a broader effort to reduce barriers for applicants. These common instructions are referenced in individual competition solicitations. The Department is publishing an updated set of common instructions that reflects the requirements specific to the fiscal year 2019 competition.

Printed version: PDF
Publication Date: 02/13/2019
Agency: Department of Education
Document Type: Notice
Document Citation: 84 FR 3768
Page: 3768-3770 (3 pages)
Document Number: 2019-02206
CFDA
84.259
Grants.gov E-APPLICATION SUBMISSION

Procedures and Tips

• Step 1 - Register in grants.gov.
• Step 2 - Add *Application Package* to your *Start Page*.
• Step 3 - Begin the application.
• Step 4 - Fill out the forms.
• Step 5 - Upload PDF files for narrative response.
• Step 6 - Verify information and submit your application.
• Step 7 - Print your submitted application for your records, if desired.
ABSTRACT

Content

• Primary goal of the project
• Succinct description of key project objectives and activities
• Brief description of primary uses of grant funds
• List of participating partners in the project, if applicable
NARRATIVE

• Table of Contents
• Response to *Purpose of Program*
• Response to *Competitive Preference Priority*, if desired
• Project design, plan, objectives, and implementation should include:
  ○ Addressing *Program Requirements*
    • Authorized Programs
    • Evaluation
    • Student stipend eligibility
    • Direct assistance to students
    • Career and Technical Education Memorandum of Understanding
  ○ Addressing *Selection Criteria*
    • Quality of project design
    • Quality of management plan and project personnel
    • Adequacy of Resources
    • Quality of project evaluation
ED BUDGET SUMMARY FORM

Sections 524A and 524B

• Section A: Budget Summary of Federal funds
  ○ Should include all requested NHCTEP funds

• Section B: Budget Summary of Non-federal funds, if applicable
  ○ Should include any non-federal funds that will be used
BUDGET NARRATIVE

- Itemized budget breakdown for each year of the proposed project (60 months)
- Basis for estimating the costs of personnel salaries, benefits, travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures
- Relationship between the requested funds, project activities, and outcomes
- Total amount to be expended, as shown in ED524
- Provide insight for reviewers to understand how the requested funds will be used.
BUDGET

Cost Categories

Applicants must use the Department’s Cost Categories when developing their budget.

- Personnel
- Fringe Benefits
- Travel
- Equipment
- Supplies
- Contractual
- Construction
- Other
- Total Direct Costs
- Indirect Costs
- Training Stipends
- Total Costs

INDIRECT COST RESOURCE
https://www2.ed.gov/about/offices/list/ocfo/fipao/icgindex.html
**OBJECTIVES AND MEASURES**

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

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Add Performance Measures and Quantitative Data

Add Project Objective
CHECKLIST
ED STANDARD FORMS
❑ Application for Federal Assistance (SF 424)
❑ Department of Education Supplemental Information for SF 424
❑ Department of Education Budget Summary Form (ED 524) Sections A & B
❑ Disclosure of Lobbying Activities (SF-LLL)
❑ Grant Application Form for Project Objectives and Performance Measures Information

ASSURANCES AND CERTIFICATIONS
❑ GEPA Section 427
❑ Assurances - Non-Construction Programs (SF 424B)
❑ Grants.gov Lobby form (formerly ED 80-0013 form)

APPLICATION NARRATIVE
❑ ED Abstract Narrative Form
❑ Project Narrative Form
❑ Budget Narrative Form
❑ Other Attachments Form (Upload Appendices here)

APPENDICES
❑ Appendix 1: Individual Resumes for Project Director and Key Personnel
❑ Appendix 2: Current Restricted Indirect Cost Rate Agreement
❑ Appendix 3: List of proprietary information found in the application, if applicable
❑ Appendix 4: Assurance Applicant will participate in evaluation.
Applications MUST be submitted by eligible applicants via

https://www.grants.gov/

Support Desk 1-800-518-4726
Late applications will not be accepted.

Register EARLY!

Submit EARLY!

VERIFY your submission!
DISCLAIMER

• This presentation is provided as part of technical support to OCTAE’s discretionary grant applicants.

• Do remember this Pre-application Webinar does not contain the full text of the NIA, and it should only be used as a guide when completing and submitting your NHCTEP grant application. The NIA is the authoritative source for the rules, priorities, and selection criteria for this competition, and in any place where this pre-application webinar and NIA conflict, the NIA takes precedence.

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QUESTIONS

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