FY22 Grant Competition
Demonstration Grants for Indian Children - Native Youth Community Projects (NYCP)

Guidance for Prospective Applicants

March 7, 2022
Logistics

• Online participants will be muted for most of the session.
• To ask a question, please type in the chat box.
• Questions will be addressed following each section of the webinar in the order received.
• This webinar will be posted on the OIE website: Technical Assistance Resources - Office of Elementary and Secondary Education
• For any technical issues, please contact the OIE Technical Assistance Team through the chat box or by email at OIE@seiservices.com
Office of Indian Education

Dr. Donna Sabis-Burns
OIE Discretionary Group Leader

Donna Bussell
NYCP Competition Manager
Agenda

• NYCP Grant Competition Overview
  • Purpose
  • Eligibility
  • Funding
• Absolute and Competitive Preference Priorities
• Selection Criteria
• Application Instructions
• Submitting an Application
• Review of Resources
Objectives

• Learn what’s in the FY2022 grant application package
• Understand the application requirements
• Understand why a logic model is needed to strengthen your project narrative
• Understand the selection criteria
• Understand what type of forms are required
• Understand common components of applying for federal grants and using federal application systems
• To provide prospective applicants with the opportunity to submit questions to OIE.
Who is Joining Us Today?

- Tribe
- Tribal Educational Agency (TEA)
- Bureau of Indian Education (BIE)-funded school
- TCU
- Indian Organization
- LEA with consortium or partnership with above mentioned
- SEA with consortium or partnership with above mentioned
Please Note

• This webinar presents a portion of the required information available about the grant competition.

• **For full details**, be sure to read
  • The Notice Inviting Applications (NIA)
  • The Application Package

• **Remember!** → Follow instructions on Grants.gov and processes such as DUNS and SAM.

• **Important** - Please note that these Common Instructions supersede the version published on February 13, 2019, and, in part, describe the transition from the requirement to register in SAM.gov a Data Universal Numbering System (DUNS) number to the implementation of the Unique Entity Identifier (UEI).
Transition from DUNS to UEIs

• Unique Entity IDs (UEIs) will replace DUNS numbers starting April 4, 2022.
• If you currently have a DUNS number that *IS* registered in SAM.gov, you have a corresponding UEI assigned and set for transition.
  • Need to verify?
    • Sign in to Sam.gov
    • Go to “Search”
    • Select the “Entity Information” domain
    • Enter the DUNS number you want to confirm (Be sure to check both the active and inactive boxes on the search filter.)
    • If the search returns “No Matches Found” that DUNS number needs to be registered.
• If you do **NOT** have a DUNS number registered in SAM.gov, you must register your DUNS number by March 25, 2022 to have a UEI assigned to you.
  • Be sure to select “Register an Entity” and NOT “Get a Unique Entity ID”
• For more information, refer to the [UEI Transition Fact Sheet](#)
NYCP 2022
Grant Competition Overview
Purpose of the NYCP Program

Native youth community project means a project that is--

1) Focused on a defined local geographic area;

2) Centered on the goal of ensuring that Indian students are prepared for college and careers;

3) Informed by evidence, which could be either a needs assessment conducted within the last three years or other data analysis, on--
   i. The greatest barriers, both in and out of school, to the readiness of local Indian students for college and careers;
   ii. Opportunities in the local community to support Indian students; and
   iii. Existing local policies, programs, practices, service providers, and funding sources;
Purpose of the NYCP Program

4) Focused on one or more barriers or opportunities with a community-based strategy or strategies and measurable objectives;

5) Designed and implemented through a partnership of various entities, which--
   i. Must include--
      A. One or more Tribes or their Tribal education agencies; and
      B. One or more BIE-funded schools, one or more LEAs, or both; and
   ii. May include other optional entities, including community based organizations national nonprofit organizations, and Alaska regional corporations; and

6) Led by an entity that--
   i. Is eligible for a grant under the Demonstration program; and
   ii. Demonstrates, or partners with an entity that demonstrates, the capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.
NYCP Background

• Support community-led, comprehensive projects to help American Indian/Alaska Native (AI/AN) children become college- and career-ready

• Designed to help communities improve educational outcomes for Native youth, specifically college- and career-readiness, through strategies tailored to address the specific challenges and build upon the specific opportunities and culture within a community. Such strategies can include
  • supplemental academic programs or courses
  • social-emotional services
  • cultural education
  • other support services for AI/AN students and families
NYCP Background

• Based on a partnership that includes at least one Tribe and one school district or Department of the Interior Bureau of Indian Education (BIE)-funded school
  • Facilitate capacity building within the community, generating positive results and practices for student college-and-career readiness beyond the period of Federal financial assistance
  • The requirement in this competition for a written partnership agreement helps to ensure that all relevant partners needed to achieve the project goals are included from the outset.
NYCP Background

• Promote equity in student access to educational resources and opportunities
  • This competition includes a competitive preference priority to encourage projects that bridge the purpose of NYCP (to improve Native children and youth's college- and career-readiness) and the Secretary's supplemental priority on promoting equity in student access to educational resources and opportunities by supporting community-led projects that engage school-age children in career exploration opportunities, with an emphasis on learning about the teaching profession.
  • By increasing exploration of the teaching profession among Native youth, the Department hopes to recruit future educators from traditionally underrepresented backgrounds or the communities they serve.
## NYCP Overview

### Eligible Applicants

- Tribe
- Tribal Educational Agency (TEA)
- Bureau of Indian Education (BIE-funded school)
- TCU
- Indian Organization
  - Or
- LEA with consortium or partnership with Above mention
- SEA with consortium or partnership with Above mention

Note: If applying as a consortium, applicants should refer to 34 CFR 75.127–75.129 for information about group applications.

<table>
<thead>
<tr>
<th>Estimated Funds Available</th>
<th>$18,000,000 up to 60 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Range of Awards</td>
<td>$400,000 to $500,000</td>
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<tr>
<td>Estimated Average Size of Awards</td>
<td>$475,000</td>
</tr>
<tr>
<td>Application Deadline</td>
<td>4/19/2022 11:59 PM EST</td>
</tr>
</tbody>
</table>
Eligible Applicants

• A SEA
• An LEA, including charter schools that are considered LEA under State law.
• An Indian Tribe.
• An Indian organization.
• A federally supported elementary school or secondary school for Indian students.
• A TCU
  
  OR
• LEA with consortium or partnership with above mentioned
• SEA with consortium or partnership with above mentioned

• **Note:** If applying as a consortium, applicants should refer to 34 CFR 75.127–75.129 for information about group applications.
What is a Consortium Agreement?

Regulations 34 CFR 75.127-129 outline what is meant by a consortium agreement.

§75.127 Eligible parties may apply as a group.

§75.128 Who acts as applicant; the group agreement.

a) If a group of eligible parties applies for a grant, the members of the group shall either:
   1) Designate one member of the group to apply for the grant; or
   2) Establish a separate, eligible legal entity to apply for the grant.

b) The members of the group shall enter into an agreement that:
   1) Details the activities that each member of the group plans to perform; and
   2) Binds each member of the group to every statement and assurance made by the applicant in the application.

c) The applicant shall submit the agreement with its application.
What is a Consortium Agreement?

§75.129 Legal responsibilities of each member of the group.

a) If the Secretary makes a grant to a group of eligible applicants, the applicant for the group is the grantee and is legally responsible for:
   1) The use of all grant funds;
   2) Ensuring that the project is carried out by the group in accordance with Federal requirements; and
   3) Ensuring that indirect cost funds are determined as required under §75.564(e).

b) Each member of the group is legally responsible to:
   1) Carry out the activities it agrees to perform; and
   2) Use the funds that it receives under the agreement in accordance with Federal requirements that apply to the grant.
Notice of Intent to Apply

• Not required but strongly encouraged

• Please submit by Thursday, March 10, 2022

• Email Donna Bussell at Donna.Bussell@ed.gov
  • Subject Line: Intent to Apply
  • Include:
    • Applicant’s Name (Organization/Entity Name)
    • Applicant’s Address
    • Contact Person’s Name
    • Contact Person’s Email Address
    • Consortium partners, if applicable
Priorities

This competition contains:
• One Absolute Priority
• Three Competitive Preference Priorities
Absolute Priority: Native Youth Community Projects

Project must be designed to ensure that local Indian students are prepared for college and careers.

A native youth community project is:
1. Focused on a defined local geographic area;
2. Centered on the goal of ensuring that Indian students are prepared for college and careers;
3. Informed by evidence, which could be either a needs assessment conducted within the last three years or other data analysis, on—
   I. The greatest barriers, both in and out of school, to the readiness of local Indian students for college and careers;
   II. Opportunities in the local community to support Indian students; and
   III. Existing local policies, programs, practices, service providers, and funding sources;
Absolute Priority: 
Native Youth Community Projects

4. Focused on one or more barriers or opportunities with a community-based strategy or strategies and measurable objectives;
5. Designed and implemented through a partnership of various entities, which—
   I. Must include—
      A. One or more Tribes or their Tribal education agencies; and
      B. One or more BIE-funded schools, one or more local educational agencies (LEAs), or both; and
   II. May include other optional entities, including community-based organizations, national nonprofit organizations, and Alaska regional corporations; and
Absolute Priority:
Native Youth Community Projects

6. Led by an entity that—
   I. Is eligible for a grant under the Demonstration Grants for Indian Children and Youth program; and
   II. Demonstrates, or partners with an entity that demonstrates, the capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.
Competitive Preference Priorities

- Competitive Preference Priority 1
  - Additional 5 points awarded
- Competitive Preference Priority 2
  - Additional 3 points awarded
- Competitive Preference Priority 3
  - Additional 7 points awarded
- Competitive Preference Priority 1 and 2
  - Not allowed
- Competitive Preference Priority 1 and 3
  - Maximum of 12 points awarded
- Competitive Preference Priority 2 and 3
  - Maximum of 10 points awarded
Competitive Preference Priority 1: Tribal Lead Applicants (0 or 5 points)

Application must be submitted by:
- an Indian Tribe
- Indian organization
- school funded by the Bureau of Indian Education (BIE-funded school)
- Tribal college or university (TCU)

A group application submitted by a consortium that meets the requirements of 34 CFR 75.127 through 75.129 or submitted by a partnership is eligible to receive the preference only if the lead applicant for the consortium is the Indian Tribe, Indian organization, BIE-funded school, or TCU.
Competitive Preference Priority 2: Tribal Partnerships
(0 or 3 points)

Application must be submitted by a consortium of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129 or submitted by a partnership if the consortium or partnership:

(1) Includes an Indian Tribe, Indian organization, BIE-funded school, or TCU; and

(2) Is not eligible to receive the preference under Competitive Preference Priority 1.
Competitive Preference Priority 3: Promoting Equity in Student Access to Educational Resources and Opportunities (0 or 7 points)

Applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—

2. In one or more of the following educational settings:
   I. Elementary school.
   II. Middle school.
   III. High school.
   IV. Career and technical education programs.
   V. Out-of-school-time settings.
   VI. Alternative schools and programs.
3. That examines the sources of inequity and inadequacy and implements responses, and that includes increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.
<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Applicant does not make any reference anywhere in the application to proposing a project designed to promote educational equity and adequacy in resources and opportunity for underserved students that would increase the number and proportion of experienced fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds (Native American).</td>
</tr>
<tr>
<td>1</td>
<td>Applicant proposes requiring <strong>a very short-term</strong> (e.g., <strong>one-day</strong>), <strong>stand-alone event</strong> to promote educational equity and adequacy in resources and opportunity for underserved students to support the increase in the number and proportion of experienced fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds.</td>
</tr>
<tr>
<td>2</td>
<td>Applicant proposes a <strong>one semester course, summer or afterschool program for students</strong> that would include training in a combination of core academic subject and pedagogical instructional strategies to support the increase in the number and proportion of experienced fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds (Native American).</td>
</tr>
<tr>
<td>3</td>
<td>Applicant proposes required participation in a <strong>credit-bearing course for students</strong> that would include training in a combination of core academic subject and pedagogical instructional strategies to support the increase in the number and proportion of experienced fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds (Native American).</td>
</tr>
</tbody>
</table>
## Competitive Preference Priority 3: Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The same criteria for 3 points, as well as <strong>job-shadowing activities for students</strong> that would support the application of knowledge and skills that would increase the number and proportion of experienced fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds (Native American).</td>
</tr>
<tr>
<td>5</td>
<td>The same criteria for 4 points, as well as <strong>dual enrollment opportunities for participating students</strong> at a local 2- or 4-year degree granting institution of higher education (IHE) or Tribal College or University (TCU).</td>
</tr>
<tr>
<td>6</td>
<td>The same criteria for 5 points, as well as <strong>active and ongoing collaboration between the LEA and the nearby Tribe(s) it serves</strong> to build on existing initiative or supports a new initiative training in culturally relevant knowledge and skills that would increase the number and proportion of experienced fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds (Native American).</td>
</tr>
<tr>
<td>7</td>
<td>The same criteria for 6 points and applicant proposes to also <strong>actively engage a local TCU and/or other IHE</strong> in developing a strategic plan that supports a systematic response to hiring Native Teachers.</td>
</tr>
</tbody>
</table>
# Competitive Preference Priority 3: Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Brief Criteria</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Applicant does not make any reference anywhere in the application</td>
<td>No reference to activities that meet the competitive preference priority.</td>
</tr>
<tr>
<td>1</td>
<td>Applicant proposes requiring a very short-term (e.g., one-day), stand-alone event</td>
<td>Guest speaker on careers in education</td>
</tr>
<tr>
<td>2</td>
<td>Applicant proposes a one semester course, summer or afterschool program for students</td>
<td>Summer camp where students learn to create learning activities for younger students</td>
</tr>
<tr>
<td>3</td>
<td>Applicant proposes required participation in a credit-bearing course for students</td>
<td>Creating a high school credit-bearing child development course</td>
</tr>
</tbody>
</table>
## Competitive Preference Priority 3: Scoring Rubric

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<thead>
<tr>
<th>Points</th>
<th>Brief Criteria</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The same criteria for 3 points, as well <strong>as job-shadowing activities for students</strong></td>
<td>Incorporating an internship with an elementary teacher alongside the child development course</td>
</tr>
<tr>
<td>5</td>
<td>The same criteria for 4 points, as well <strong>as dual enrollment opportunities for participating students at a local 2- or 4-year degree granting institution of higher education (IHE) or Tribal College or University (TCU).</strong></td>
<td>Creating a dual enrollment child development course that incorporates an internship with an elementary teacher</td>
</tr>
</tbody>
</table>
## Competitive Preference Priority 3: Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Brief Criteria</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The same criteria for 5 points, as well as <strong>active and ongoing collaboration between the LEA and the nearby Tribe(s) it serves</strong></td>
<td>Creating a dual enrollment child development course that incorporates an internship with an elementary teacher and collaborates with the Tribe to incorporate cultural activities</td>
</tr>
<tr>
<td>7</td>
<td>The same criteria for 6 points and applicant proposes to also <strong>actively engage a local TCU and/or other IHE</strong></td>
<td>Creating a dual enrollment child development course that incorporates an internship with an elementary teacher, collaborates with the Tribe to incorporate cultural activities, and provides a future teacher track at the local TCU</td>
</tr>
</tbody>
</table>
Government Performance Results Act (GPRA) Measures

• Department's indicators of success for the NYCP program.

• Applicant - carefully consider these measures in conceptualizing the approach to, and evaluation for, its proposed project.

• Grantee will be required to provide, in its annual performance and final reports, data about its progress in meeting these measures.
Increase in Community Collaboration

The significant increase in community collaboration efforts that promote college and careers of Indian children (as measured by increases in the number of active community partnerships).

Objectives Met

The percentage of the annual measurable objectives, as described in the application, that are being met.
Questions

• Enter questions or comments into the chat box.
• We may not be able to answer all questions at this time.
• A recording of today's webinar will be posted on the NYCP webpage.

Demonstration Grants for Indian Children (DEMO) - Office of Elementary and Secondary Education
Application Requirements
Application Requirements

For FY 2022 and any subsequent year in which we make awards from the list of unfunded applications from this competition, applicants must meet the following application requirements, which are from section 6121 of the ESEA (20 U.S.C. 7441) and 34 CFR 263.22. Each application must contain—

a) A description of how Indian Tribes and parents and families of Indian children and youth have been, and will be, involved in developing and implementing the proposed activities;

b) Assurances that the applicant will participate, at the request of the Secretary, in any national evaluation of this program;
Application Requirements

c) Information demonstrating that the proposed project is evidence-based, where applicable, or is based on an existing evidence-based program that has been modified to be culturally appropriate for Indian students;

d) A description of how the applicant will continue the proposed activities once the grant period is over;

e) Evidence, which could be either a needs assessment conducted within the last three years or other data analysis, of—

1. The greatest barriers, both in and out of school, to the readiness of local Indian students for college and careers;

2. Opportunities in the local community to support Indian students; and

3. Existing local policies, programs, practices, service providers, and funding sources;
Application Requirements

f. A copy of an agreement signed by the partners in the proposed project, identifying the responsibilities of each partner in the project. The agreement can be either—

1. A consortium agreement that meets the requirements of 34 CFR 75.128, if each of the entities are eligible entities under this program; or

2. Another form of partnership agreement, such as a memorandum of understanding or a memorandum of agreement, if not all the partners are eligible entities under this program;

g. A plan, which includes measurable objectives, to evaluate reaching the project goal or goals;
Application Requirements

h. An assurance that—

1. Services will be supplemental to the education program provided by local schools attended by the students to be served;
2. Funding will be supplemental to existing sources, such as Johnson O'Malley funding; and
3. The availability of funds for supplemental special education and related services (i.e., services that are not part of the special education and related services, supplementary aids and services, and program modifications or supports for school personnel that are required to make a free appropriate public education (FAPE) available under Part B of the Individuals with Disabilities Education Act (IDEA) to a child with a disability in conformity with the child's individualized education program or the regular or special education and related aids and services required to make FAPE available under a Section 504 plan, if any) does not affect the right of the child to receive FAPE under Part B of the IDEA or Section 504, and the respective implementing regulations.
Important Definitions

1. **Demonstrates a rationale**
   - 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.

2. **Evidence-based**
   - Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
     - Strong evidence from at least 1 well-designed and well-implemented experimental study;
     - Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
     - Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
   - Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
     - Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
More Important Definitions

3. **Logic model (theory of action)**
   - A framework that identifies key project components of the proposed project (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.

4. **Project component**
   - An activity, strategy, intervention, process, product, practice, or policy included in a project.

5. **Relevant outcome**
   - The student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.
Selection Criteria
<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Criteria Breakdown</th>
<th>Max Points</th>
</tr>
</thead>
</table>
| a. Need for project (34 CFR 75.210) | In determining the need for the proposed project, the Secretary considers one or more of the following factors:  
  (1) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (Up to 4 points)  
  (2) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (Up to 3 points)  
  (3) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (Up to 3 points) | 10         |
<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Criteria Breakdown</th>
<th>Max Points</th>
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</table>
| b. **Quality of project design** (37 points). The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors: | (1) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (Up to 10 points)  
(2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (Up to 5 points)  
(3) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. (Up to 7 points)  
(4) The extent to which the proposed project demonstrates a rationale (as defined in this notice). (Up to 10 points)  
(5) 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) | 37         |
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<tr>
<th>Selection Criteria</th>
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<th>Max Points</th>
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</table>
| (c) **Quality of project personnel** (12 points)                                   | (1) 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 6 points)  
(2) The qualifications, including relevant training and experience, of the project director or principal investigator. (Up to 3 points)  
(3) The qualifications, including relevant training and experience, of key project personnel. (Up to 3 points) | 12         |
(d) **Quality of project services** (10 points). The Secretary considers the quality of the project services. In determining the quality of project services, the Secretary considers the following factors:

<table>
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<tr>
<th>Selection Criteria</th>
<th>Criteria Breakdown</th>
<th>Max Points</th>
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<tbody>
<tr>
<td>(1) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (Up to 5 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) The extent to which the services to be offered would meet the needs of the local population, as demonstrated by an analysis of community-level data, including direct input from parents and families of Indian children and youth. (Up to 5 points)</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
(e) **Quality of the management plan** (24 points). The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Criteria Breakdown</th>
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</table>
| (e) Quality of the management plan | (1) 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 14 points)  
(2) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (Up to 5 points)  
(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (Up to 5 points) | 24         |
<table>
<thead>
<tr>
<th>Selection Criteria</th>
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<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(f) Quality of the project evaluation (7 points)</td>
<td>(1) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (Up to 4 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. (Up to 3 points)</td>
<td>7</td>
</tr>
</tbody>
</table>
Questions

• Enter questions or comments into the chat box.
• We may not be able to answer all questions at this time.
• A recording of today's webinar will be posted on the NYCP webpage.

Demonstration Grants for Indian Children (DEMO) - Office of Elementary and Secondary Education
Application Instructions
The Application Instruction Package is your guide to all the required components of the application. It can be found here: https://www.grants.gov/

ED Grant Opportunity Number: ED-GRANTS-021822-001

The following information being presented is abbreviated from the Application Package and does not substitute for reading it in its entirety.
Department-Specific Application Guidance

Within both the FY 2022 NYCP NIA and the Application Instructions Package, you will find reference to Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on February 13, 2019 (84 FR 3768), and available at:

https://www.govinfo.gov/content/pkg/FR-2021-12-27/pdf/2021-27979.pdf

The Common Instructions give detailed guidance on SAM, DUNS, and other common elements of the application.
Electronic Application Checklist

Part 1: Preliminary Documents
- Application for Federal Assistance (Form SF 424)
- ED Supplemental Information for SF 424

Part 2: Budget Information
- ED Budget Information Non-Construction Programs (ED Form 524)

Part 3: ED Abstract Form
- Project Abstract
Electronic Application Checklist

Part 4: Project Narrative
✓ Project Narrative

Part 5: Budget Narrative
✓ Budget Narrative

Part 6: Other Attachments
✓ Other Attachments as Needed

Part 7: Assurances and Certifications
✓ Disclosure of Lobbying Activities (SF LLL Form)
✓ Grants.gov Lobbying Form – “Certification Regarding Lobbying” (ED 80-0013 Form)
✓ General Education Provisions Act (GEPA) Requirements – Section 427
Part 1: SF-424 Application for Federal Assistance Form

Standard form, includes corresponding instructions. **Note:** For Item 9, be sure that the “applicant type” you identify in this form matches how you self-identify in the Application Abstract.

<table>
<thead>
<tr>
<th>* 9. Type of Applicant 1: Select Applicant Type:</th>
</tr>
</thead>
<tbody>
<tr>
<td>G: Independent School District</td>
</tr>
<tr>
<td>H: Public/State Controlled Institution of Higher Education</td>
</tr>
<tr>
<td>I: Indian/Native American Tribal Government (Federally Recognized)</td>
</tr>
<tr>
<td>J: Indian/Native American Tribal Government (Other than Federally Recognized)</td>
</tr>
<tr>
<td>K: Indian/Native American Tribally Designated Organization</td>
</tr>
<tr>
<td>L: Public/Indian Housing Authority</td>
</tr>
<tr>
<td>M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)</td>
</tr>
<tr>
<td>N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)</td>
</tr>
<tr>
<td>O: Private Institution of Higher Education</td>
</tr>
</tbody>
</table>
Part 1: ED Supplemental Information (SF-424)

Standard form, includes corresponding instructions.
Part 2: Budget Form ED524

- Use ED Form 524 (Section A). Section B (non-federal funds are optional)
- Remember that you must provide all requested budget information for each of the **five years** of the project (up to 60 months) and the total column in order to be considered for Federal funding.
- No more than 5% of the funds awarded for a grant may be used for administrative costs.
**SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS**

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Project Year 6 (f)</th>
<th>Project Year 7 (g)</th>
<th>Total (h)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel</td>
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<td>2. Fringe Benefits</td>
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<td>3. Travel</td>
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<td>4. Equipment</td>
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<td>5. Supplies</td>
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<td>6. Contractual</td>
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<td>7. Construction</td>
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<td>8. Other</td>
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<td>9. Total Direct Costs (lines 1-8)</td>
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<td>10. Indirect Costs</td>
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<td><em>Enter Rate Applied:</em></td>
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<tr>
<td>11. Training Stipends</td>
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<tr>
<td>12. Total Costs (lines 9-11)</td>
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</tr>
</tbody>
</table>

**Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

1. Do you have an Indirect Cost Rate Agreement approved by the Federal government? ____Yes ____No.

2. If yes, please provide the following information and provide a copy of your Indirect Cost Rate Agreement:
   - Period Covered by the Indirect Cost Rate Agreement: From: ______/_____/______ To: ______/_____/______ (mm/dd/yyyy)
   - Approving Federal agency: _____ED _____Other (please specify): __________________________
   - The Indirect Cost Rate is _____% ________%

3. If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ____Yes ____No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).

4. If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ____Yes ____No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

5. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: Is included in your approved Indirect Cost Rate Agreement? Or ____ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____% _____.

6. For Training Rate Programs (check one) -- Are you using a rate that: Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or ____ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4)).

Make sure all budget information entered here matches with your submitted budget narrative.
Part 5: Budget Narrative Attachment Form

- Budget Narrative serves as Section C of ED Form 524
- Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project (up to 60 months)
- Review and edit to ensure the total funding listed each year in your budget narrative match the total amounts entered on the ED Form 524 (Part 2)
- Identify the nature and amount of the proposed expenditures
- Provide sufficient detail for readers to understand
Part 3: Abstract

The project abstract should not exceed two double spaced pages and should identify the applicant, including all consortium members if applicable, and should concisely describe the following:

1) Project Title: state the title of the proposed project
2) Institution: state the official name of the applicant’s tribe, institution or entity
3) Eligibility: state the eligibility category the applicant meets
4) Partners: identify any consortium partners
5) Priorities: Indicate the absolute priority and which, if any, of the competitive priorities your project is addressing
6) A brief description of the proposed project goals and objectives.
7) Indicate how many students will be served.

Note: Grants.gov may include a note that indicates that the project abstract may not exceed one page; however, an abstract of more than one page may be uploaded.
Part 4: Project Narrative
Attachment Form

- Application Narrative
- no more than 30 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.
Part 6: Other Attachments

- Letters of Support
- Resumes
- Bibliography
- Signed Consortium Agreement
Part 7: Assurances and Certifications

- Disclosure of Lobbying Activities (SF LLL Form)
- Grants.gov Lobbying Form – “Certification Regarding Lobbying” (ED 80-0013 Form)
- General Education Provisions Act (GEPA) Requirements – Section 427
## Application Requirements: Where in the Application to Address Them

<table>
<thead>
<tr>
<th>FY 2022 NYCP Application Requirement</th>
<th>Include a summary in Application Abstract</th>
<th>Include full explanation in Application Project Narrative</th>
<th>Upload Separate Attachment, consistent with Grants.gov file format guidelines</th>
</tr>
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<tbody>
<tr>
<td>Description of the defined geographic area to be served by the project, which could be a map, written description, or some other document</td>
<td></td>
<td>Applicants can address these in the Need for Project sub-criterion (1) and (2), and Quality of Project Services sub-criterion (2)</td>
<td></td>
</tr>
<tr>
<td>Evidence of need, drawn from a needs assessment or other analysis of data, showing -- (1) The greatest barriers, both in and out of school, to the readiness of local Indian students for college and careers; (2) Opportunities in the local community to support Indian students; and (3) Existing local policies, programs, practices, service providers, and funding sources.</td>
<td></td>
<td></td>
<td>Applicants can address this in the Abstract, Narrative, and the Need for Project sub-criterion 1 and 2, and Quality of Project Services sub-criterion (2)</td>
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<tr>
<td>Information demonstrating that the proposed project is based on scientific research, where applicable, or an existing program that has been modified to be culturally appropriate for Indian students.</td>
<td>Applicants may address these under Quality of Project Evaluation sub-criterion (2), and Quality of Project Design sub-criterion (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A plan, which includes measurable objectives, to evaluate reaching the project goal or goals;</td>
<td>Applicants may address these under Project Evaluation sub-criterion (2), Quality of Management Plan sub-criterion (1), Quality of the Project Design sub-criterion (1), (2), (3), (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A description of how the applicant will continue the proposed activities once the grant period is over. This narrative should be brief (e.g., one double-spaced page), and describe the entities and their commitments to continuing the project activities following the grant period.</td>
<td>Applicants may address these under Quality of Management Plan, sub-criterion (3), Quality of Project Design sub-criterion (2) and (5), Project Evaluation sub-criterion (2)</td>
<td></td>
<td></td>
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# Application Requirements: Where in the Application to Address Them

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</thead>
<tbody>
<tr>
<td>A copy of an agreement signed by the partners in the proposed project, identifying the responsibilities of each partner in the project. Signatories to the agreement must include at least one tribe (or its TEA) and at least one LEA or BIE-funded school, as described in the absolute priority. Letters of support do not meet the requirement for a signed agreement.</td>
<td></td>
<td>Applicants may address these under Quality of Project Design, sub-criterion (3), and Quality of Project Services sub-criterion (1)</td>
<td>X</td>
</tr>
<tr>
<td>Evidence that the applicant or one of its partners has demonstrated the capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.</td>
<td>X</td>
<td>Applicants may address this under Quality of Project Services sub-criterion (1), and Quality of the Management Plan sub-criterion (1)</td>
<td></td>
</tr>
<tr>
<td>A description of how Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities.</td>
<td></td>
<td>Numeric participant goals may be addressed under Quality of Management Plan sub-criterion (2), Quality of Project Services sub-criterion (2) and Narrative</td>
<td></td>
</tr>
</tbody>
</table>
Applications will be screened for eligibility.
Notice of ineligibility will be sent by email.
All eligible applications will be reviewed by a peer review panel.
Independently read and scored by three peer reviewers
Panel Discussion
Ranking order of average final scores by OIE
Compressed review window – help the reviewers with clear applications
Application Deadline

April 19, 2022
11:59:59 p.m. Eastern Time
Review of Resources
General Tips

• Read the Notice Inviting Applications (NIA)
• Read the Application Package
• Read the Application instructions before, during, and after writing
• Start the Grants.gov/ SAM/ registration process early
• Make it easy for the reviewer to find and to understand the information
  • Follow the order of Selection Criteria
• Proofread. Proofread. Proofread.
• Submit Applications using Grants.gov
  https://www.grants.gov/web/grants/applicants/apply-for-grants.html
SAM.gov Tips

• REGISTER /CONFIRM UPDATED REGISTRATION IN SAM EARLY!

• Primary information about SAM is available at www.sam.gov

• User guides, demonstration videos and other helpful guidance on SAM registration is available at: https://www.sam.gov/SAM/pages/public/help/samQUserGuides.jsf
Grants.gov Submission Problems - Tips

*What should you do?*

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at:

- **Phone:** 1-800-518-4726
- **Email:** support@grants.gov
- **Access** the Grants.gov Self-Service Knowledge Base web portal:

For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this Grants.gov link: http://www.grants.gov/web/grants/applicants/applicant-faqs.html
Resources

• Pre-Application Webinars:
  • Webinar #1: March 7 from 2:00 to 3:30 p.m. ET
  • Webinar #2: March 18 from 2:00 to 3:30 p.m. ET

• Any updates will be provided on the NYCP program web page
Resources

How To Apply

Click here for the fiscal year 2022 notice inviting applications for the Native Youth Community Projects discretionary grant program competition!

Important Dates:

Deadline for Notice of Intent to Apply: March 10, 2022
Date of Pre-Application Webinar #1: March 7, 2022 Click here to register
Date of Pre-Application Webinar #2: March 18, 2022 Click here to register
Deadline for Transmittal of Applications: April 19, 2022
Deadline for Intergovernmental Review: June 20, 2022
Resources

• Notice Inviting Applications: February 18, 2022

• Application Package:
  • https://www.grants.gov/web/grants/search-grants.html
  • www.grants.gov
  • NYCP Funding Opportunity Number: ED-GRANTS-021822-001

• System for Awards Management: www.sam.gov
More Resources

• You may access requirements from 2 CFR part 200, generally known as the *Uniform Guidance*, at:
  • https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards
More Resources- Logic Model

- Logic Models: A Tool for Effective Program Planning, Collaboration, and Monitoring
- Why Build a Logic Model
- Introducing the Education Logic Model (ELM) Application
- Logic Model Toolkit
- Blank Logic Model Template
- Logic Model Development Guide
- Indigenous Evaluation Framework
Tutorials and Webinar Recording

• Video tutorials

• Recordings of both pre-application webinars are available at
Contact Us

• NYCP Program Lead and Competition Manager
  • Donna Bussell
  • Email: donna.bussell@ed.gov

• Discretionary Programs Group Lead
  • Donna Sabis-Burns
  • Email: donna.sabis-burns@ed.gov

Federal Register: Applications for New Awards; Indian Education Discretionary Grant Programs-Native Youth Community Program
THANK YOU