



Native Hawaiian Education Program

Applicant Technical Assistance Webinar

Application Closing Date:

5/15/2023

At 11:59:59 P.M. Eastern Time; 5:59:59 P.M. Hawaii Time



Welcome & Introductions

Patrick Carr

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Group Leader, Native Achievement Programs (NAP)

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Native Hawaiian Education (NHE) Program Manager

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Alaska Native Education (ANE) Program Manager

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Leadership for Educational Equity Fellow

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Presidential Management Fellow



Agenda

- Introductions
- Overview
 - Program Purpose
 - Award Information
 - Competition Timeline
 - Legislative Authority
- Priorities
 - Absolute Priorities
 - Competitive Preference Priorities
- Build America, Buy America Act
- Application Requirements
- Definitions
- Selection Criteria
- Application Process in Grants.gov
- Q & A



Overview



Program Purpose

- The purpose of the **Native Hawaiian Education (NHE)** program is to support innovative projects that recognize and address the unique educational needs of Native Hawaiians.
- The program supports effective supplemental education programs that maximize participation of Native Hawaiian educators and leaders in the planning, development, implementation, management, and evaluation of programs designed to serve Native Hawaiians.



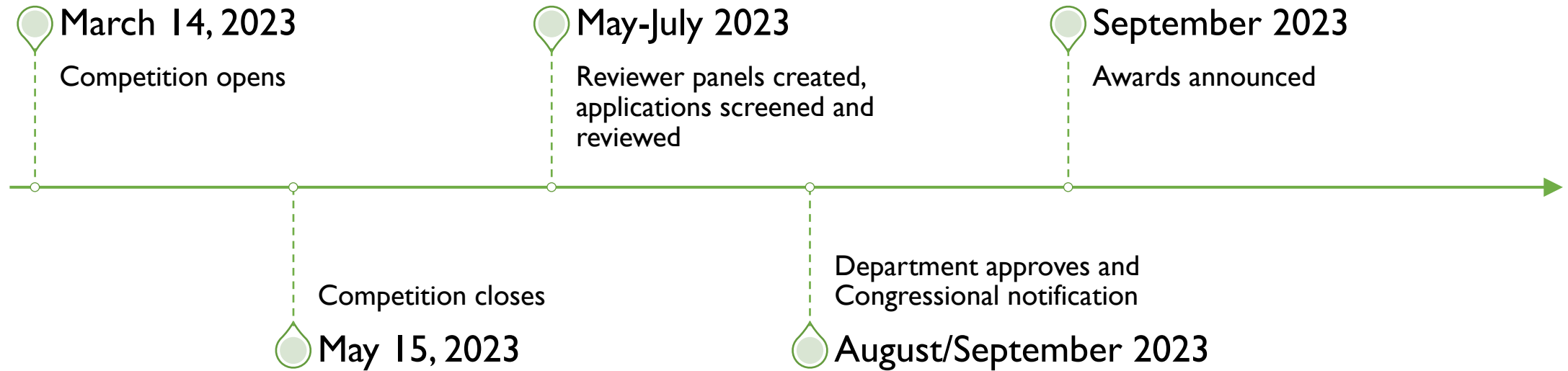
Award Information

- **Type of Award:** Discretionary Grant
- **Estimated Available Funds:** *\$33,197,670
- **Estimated Range of Awards:** *\$400,000-\$1,325,000
- **Estimated Number of Awards:** 25-83
- **Project Period:** Up to 36 months
- **Cost Sharing or Matching:** This program does not require cost sharing or matching.

*The Department is not bound by any estimates.



Competition Timeline





The Notice of Final Priorities and Definitions - Secretary's Supplemental Priorities and Definitions for Discretionary Grants Programs (Supplemental Priorities) Legislative Authority

Program Authority: Section 6205 of the Elementary and Secondary Education Act of 1965 (ESEA) (20 U.S.C. 7515); Consolidated Appropriations Act, 2023

Applicable Regulations:

- a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99.
- b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485.
- c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474 (Uniform Guidance).
- d) The Supplemental Priorities.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only. U.S. Department of Education



Priorities



FY 2023 Absolute Priorities

Consistent with 34 CFR 75.105(b)(2)(v), Absolute Priority 1 is from section 6205(a)(3) of the ESEA, which identifies authorized program activities. Absolute Priority 2 is from Title III of Division H of the Consolidated Appropriations Act, 2023 (the Act).

- **Absolute Priority 1 - *Native Hawaiian Education Activities***
 - To meet this priority, an eligible applicant must propose a project that includes one or more of the authorized activities pursuant to section 6205(a)(3) of the ESEA
- **Absolute Priority 2 - *Native Hawaiian Education Construction, Renovation, or Modernization***
 - To meet this priority, an eligible applicant must propose a project that will result in the construction, renovation, or modernization of a public elementary school, secondary school, or structure related to a public elementary school or secondary school that serves a **predominantly** Native Hawaiian student body.

**** Note:** For the purpose of this program, “predominantly” means a student body that is comprised of 50 percent or more Native Hawaiian students.



FY 2023 Absolute Priorities Continued

For FY 2023 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3), we consider **only** applications that meet one or more of these priorities.

- If addressing Absolute Priority 1 an applicant may address **one or more** subparts of the priority and **must clearly identify in the Project Abstract section** of its application which subpart or subparts of the Absolute Priority 1 its project addresses.
- If addressing Absolute Priority 2 an applicant **must clearly identify in the Project Abstract section** of its application:
 - 1) The name the public elementary school, secondary school, or structure related to a public elementary school or secondary school that serves a predominantly Native Hawaiian student body that will be constructed, renovated, or modernized; and
 - 2) The percentage of Native Hawaiian students enrolled in the most recent school year by school.



FY 2023 Absolute Priorities Continued

- If addressing Absolute Priority 2 and proposing to construct a new building, an applicant **must clearly identify in the Project Abstract section** of its application:
 - 1) The proposal is to construct a new building.
 - 2) The proposed name of the new school/building, if available.
 - 3) Information or data showing that the proposed structure serves or will serve a predominantly Native Hawaiian student body.
- For applicants who would like to apply **under both Absolute Priorities**, you must submit two applications:
 - Application One: Addressing Absolute Priority 1 only
 - Application Two: Addressing Absolute Priority 2 only



Abstract/Application Narrative

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 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.
- 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.



FY 2023 Absolute Priority I Program Activities

To meet this priority, an eligible applicant must propose a project that includes **one or more** of the following authorized activities pursuant to section 6205(a)(3) of the ESEA:

- (a) The development and maintenance of a statewide Native Hawaiian early education and care system to provide a continuum of services for Native Hawaiian children from the prenatal period of the children through age 5.
- (b) The operation of family-based education centers that provide such services as—
 - (i) Programs for Native Hawaiian parents and their infants from the prenatal period of the infants through age 3;
 - (ii) Preschool programs for Native Hawaiians; and
 - (iii) Research on, and development and assessment of, family-based, early childhood, and preschool programs for Native Hawaiians.



FY 2023 Absolute Priority I Program Activities Continued

(c) Activities that enhance beginning reading and literacy in either the Hawaiian or the English language among Native Hawaiian students in kindergarten through grade 3 and assistance in addressing the distinct features of combined English and Hawaiian literacy for Hawaiian speakers in grades 5 and 6.

(d) Activities to meet the special needs of Native Hawaiian students with disabilities, including—

- (i) The identification of such students and their needs;
- (ii) The provision of support services to the families of such students; and
- (iii) Other activities consistent with the requirements of the Individuals with Disabilities Education Act.



FY 2023 Absolute Priority I Program Activities Continued

- (e) Activities that address the special needs of Native Hawaiian students who are gifted and talented, including—
 - (i) Educational, psychological, and developmental activities designed to assist in the educational progress of those students; and
 - (ii) Activities that involve the parents of those students in a manner designed to assist in the educational progress of such students.

- (f) The development of academic and vocational curricula to address the needs of Native Hawaiian children and adults, including curriculum materials in the Hawaiian language and mathematics and science curricula that incorporate Native Hawaiian tradition and culture.



FY 2023 Absolute Priority I Program Activities Continued

- (g) Professional development activities for educators, including—
 - (i) The development of programs to prepare prospective teachers to address the unique needs of Native Hawaiian students within the context of Native Hawaiian culture, language, and traditions;
 - (ii) In-service programs to improve the ability of teachers who teach in schools with high concentrations of Native Hawaiian students to meet the unique needs of such students; and
 - (iii) The recruitment and preparation of Native Hawaiians, and other individuals who live in communities with a high concentration of Native Hawaiians, to become teachers.

- (h) The operation of community-based learning centers that address the needs of Native Hawaiian students, parents, families, and communities through the coordination of public and private programs and services, including—
 - (i) Early childhood education programs;
 - (ii) Before, after, and summer school programs, expanded learning time, or weekend academies;
 - (iii) Career and technical education programs; and
 - (iv) Programs that recognize and support the unique cultural and educational needs of Native Hawaiian children, and incorporate appropriately qualified Native Hawaiian elders and seniors.



FY 2023 Absolute Priority I Program Activities Continued

- (i) Activities, including program co-location, to enable Native Hawaiians to enter and complete programs of postsecondary education, including—
 - (i) Family literacy services; and
 - (ii) Counseling, guidance, and support services for students.
- (j) Research and data collection activities to determine the educational status and needs of Native Hawaiian children and adults.
- (k) Other research and evaluation activities related to programs carried out under Title VI, Part B of the ESEA.
- (l) Other activities, consistent with the purposes of Title VI, Part B of the ESEA, to meet the educational needs of Native Hawaiian children and adults.



Absolute Priority II

To meet this priority, an eligible applicant must propose a project that will result in the construction, renovation, or modernization of a public elementary school, secondary school, or structure related to a public elementary school or secondary school that serves a predominantly Native Hawaiian student body. To meet this priority, an applicant must provide information or data showing that the proposed or existing structure serves or will serve a predominantly Native Hawaiian student body.



FY 2023 Competitive Preference Priorities

Competitive Preference Priorities: In accordance with 34 CFR 75.105(c)(2)(i), the two competitive preference priorities are from section 6205(a)(2) of the ESEA and from the Notice of Final Priorities and Definitions-Secretary's Supplemental Priorities and Definitions for Discretionary Grants Programs (Supplemental Priorities) published in the Federal Register on December 10, 2021 (86 FR 70612) and available at <https://www.federalregister.gov/documents/2021/12/10/2021-26615/final-priorities-and-definitions-secretarys-supplemental-priorities-and-definitions-for> .

- **Note:** Applications that meet the competitive preference priorities may receive up to **6 additional points** (up to **3 points** for each competitive preference priority), depending on how well the application meets the priority



FY 2023 Competitive Preference Priorities Continued

Competitive Preference Priority I – Native Hawaiian Education Priority Activities (up to 3 points)

- To meet this priority, an eligible applicant must propose a project that is designed to address one or more of the following, pursuant to section 6205(a)(2) of the ESEA:
- Beginning reading and literacy among students in kindergarten through third grade.
 - a) The needs of at-risk children and youth.
 - b) Needs in fields or disciplines in which Native Hawaiians are underemployed.
 - c) The use of the Hawaiian language in instruction.



FY 2023 Competitive Preference Priorities Continued

Competitive Preference Priority 2 – Addressing the Impact of COVID-19 on Students, Educators, and Faculty (up to 3 points)

- To meet this priority, an eligible applicant may propose a project that is designed to address the impacts of the COVID-19 pandemic, including impacts that extend beyond the duration of the pandemic itself, on the students most impacted by the pandemic, with a focus on underserved students and the educators who serve them, through one or both of the following priority areas:
 - (a) Addressing students' social, emotional, mental health, and academic needs through approaches that are inclusive with regard to race, ethnicity, culture, language, and disability status; and/or
 - (b) Using evidence-based instructional approaches and supports, such as professional development, coaching, ongoing support for educators, high quality tutoring, expanded access to rigorous coursework and content across K-12, and expanded learning time to accelerate learning for students in ways that ensure all students have the opportunity to successfully meet challenging academic content standards without contributing to tracking or remedial courses.



Build America, Buy America Act (BABAA)



DEPARTMENT OF EDUCATION

Build America Buy America Act (BABAA): Buy America Sourcing Requirements



Objectives

After this presentation, you will be able to:

- Identify the Build America Buy America Act – Buy America Sourcing Requirements
- Identify the U.S. Department of Education's (ED) related policy
- Describe the requirements' impact on grantees
- Describe ED's related waiver policy, Grantee Waiver Request Form, and process for waiver submissions and waiver reviews

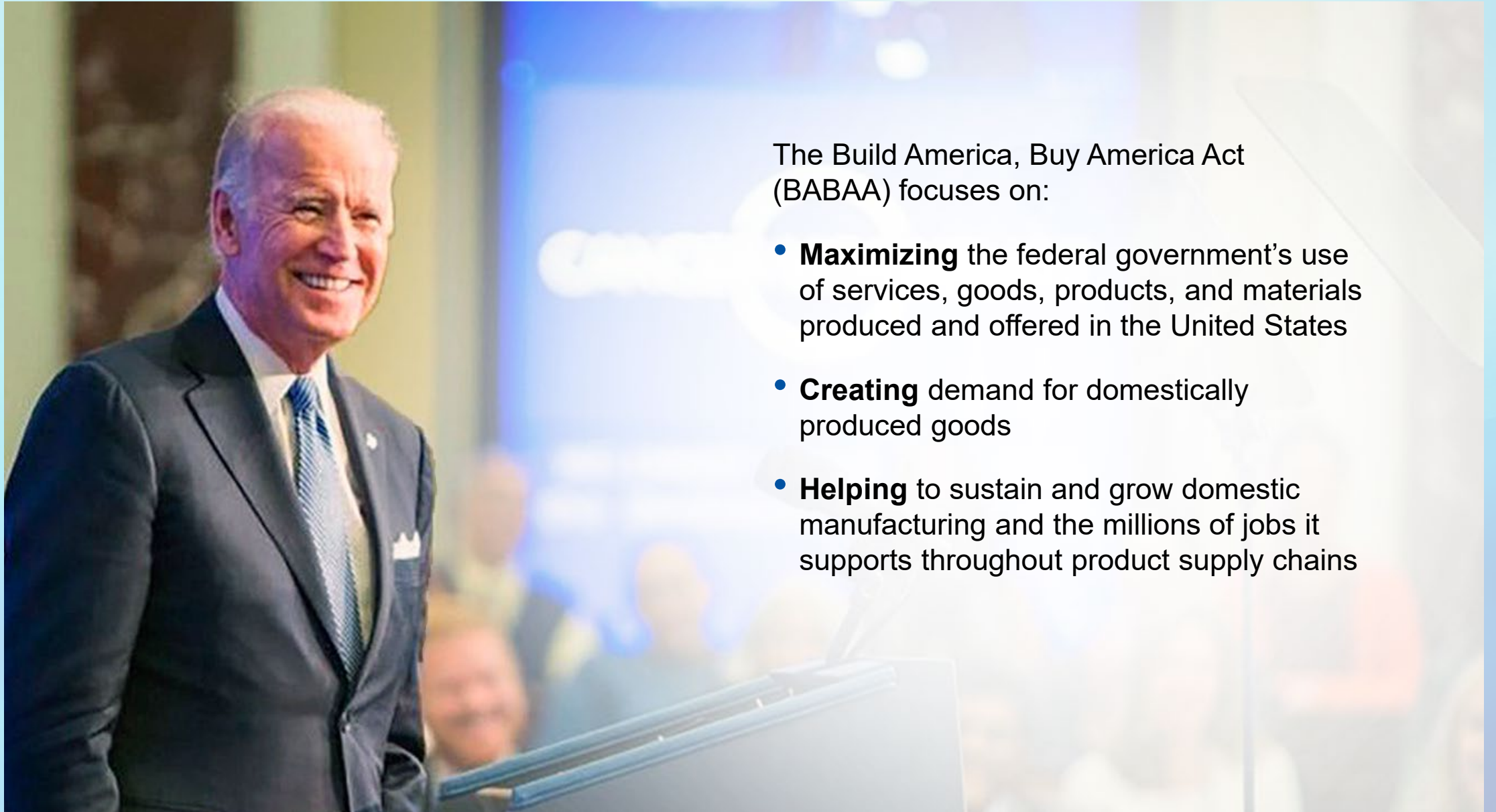


OVERVIEW OF BUILD AMERICA BUY AMERICA ACT





Build America, Buy America Act (BABAA)



The Build America, Buy America Act (BABAA) focuses on:

- **Maximizing** the federal government's use of services, goods, products, and materials produced and offered in the United States
- **Creating** demand for domestically produced goods
- **Helping** to sustain and grow domestic manufacturing and the millions of jobs it supports throughout product supply chains



BABAA Requirements

Buy America Sourcing Requirements for Federal financial assistance infrastructure projects:

- All iron and steel used in the project are produced in the United States;
- Manufactured products used in the project are produced in the United States; or
- Construction materials used in the project are produced in the United States

The IIJA required implementation effective May 14, 2022. ED implemented on 10/01/2022 under an approved waiver.





ED'S BABAA POLICY AND GRANTEE REQUIREMENTS





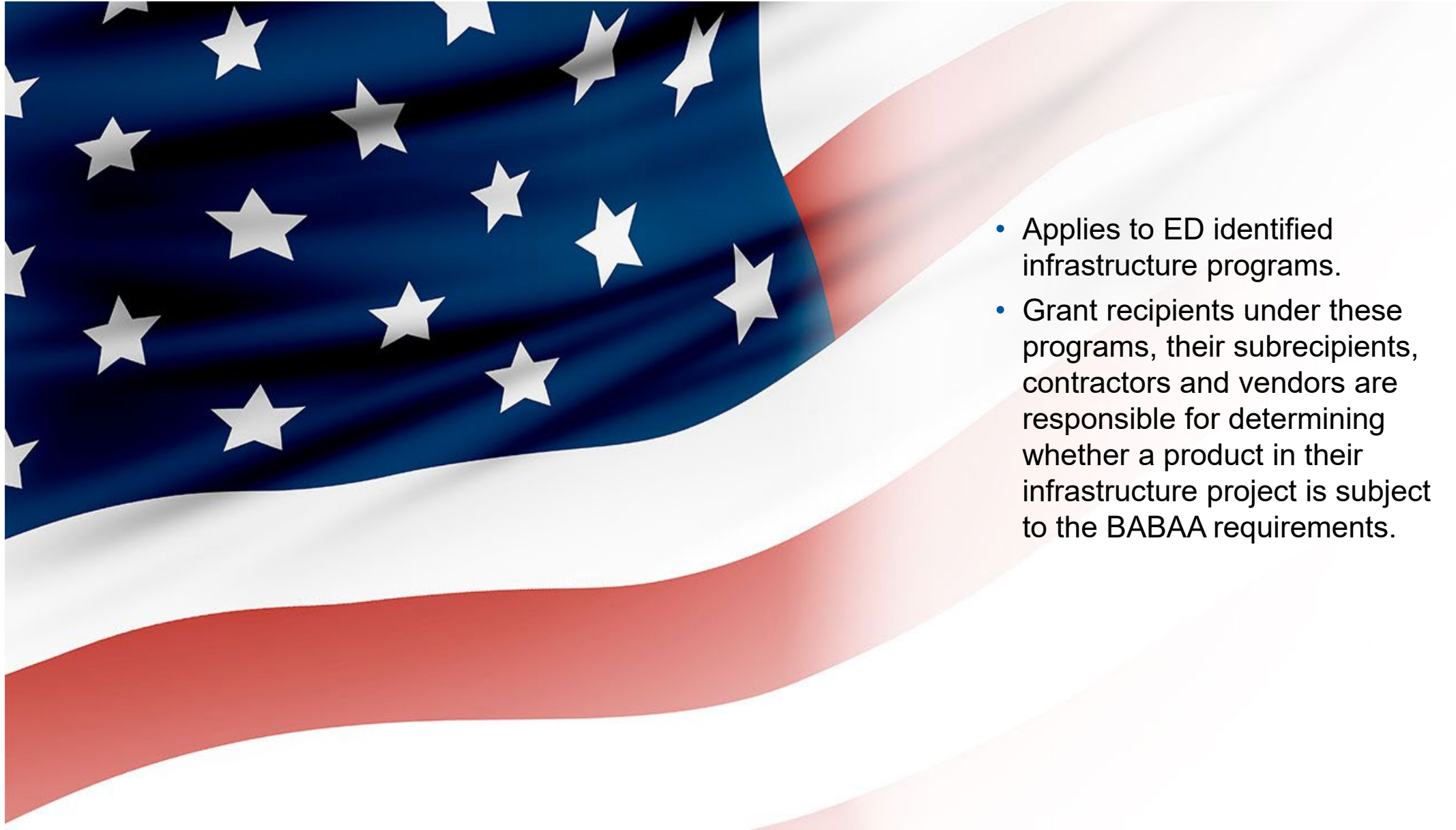
ED's BABAA Policy

- Applies to new, non-competing continuation, and supplemental grants awarded by ED on or after October 1, 2022 (not before)
- Applies to Formula and Discretionary Grants
- Applies to infrastructure related to construction, remodeling, and broadband infrastructure
- Only applies to those activities in each grant project related to infrastructure





ED's BABAA Policy



- Applies to ED identified infrastructure programs.
- Grant recipients under these programs, their subrecipients, contractors and vendors are responsible for determining whether a product in their infrastructure project is subject to the BABAA requirements.



ED's Notifications

Grant recipients will be notified of the requirement to comply in all new, non-competing continuation, and supplemental Grant Award Notifications.

Requirements Announcements



Notice Inviting
Applications (NIA)



State Plan
Submission
Requirements



Formula Grant
Application Submission
Requirements

Requirements flow down from ED's grant recipients to their subrecipients, contractors, and vendors.



BABAA's Impact to Grantees

Things You Should Know

It's New!

- The grant condition does not appear in grant award notifications issued before 10/01/2022

It's Mandatory!

- Grantees engaged in infrastructure must comply with BABAA specific conditions included in their new, non-competing continuation, and supplement grant award notifications

Implementation and Compliance Must be Documented!

- Grantees must maintain financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to their infrastructure project for a period of three years from the date of submission of the final expenditure report



ED'S WAIVER POLICY AND SUBMISSION PROCESS





ED's Waiver Policy

ED may approve a waiver when one or more of the following conditions are met.

Public Interest

Applying the domestic content procurement preference would be inconsistent with the public interest

Nonavailability

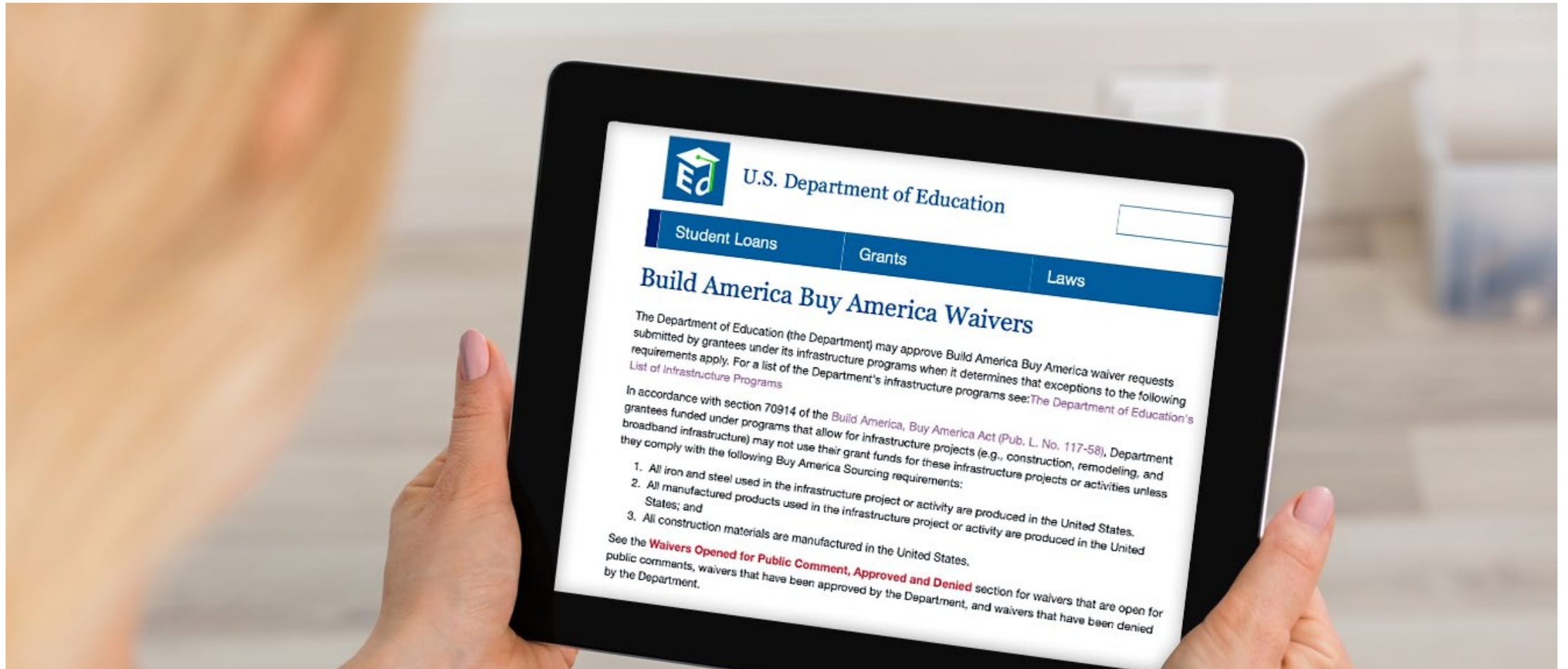
Types of iron, steel, manufactured products, or construction materials are not produced in the U.S. in sufficient and reasonably available quantities or satisfactory quality

Unreasonable Cost

The inclusion of iron, steel, manufactured products, or construction materials produced in the United States will increase the cost of the overall project by more than 25%



ED's Waiver Policy



A grantee that can justify its need for a waiver must submit a BABAA Waiver Request Form. A link is available in the Job Aid located at the end of this presentation.



BABAA Waiver Request Form Components

Section 1. Grantee Information

The grantee must include the following items:

- Entity Name
- Entity UEI
- Grant Program Name
- Grant Program Assistance Listing Number (ALN)
- Grant PR/Award Number (if applicable)
- Total Grant Award Amount
- Waiver Request Contact Person Name, Title, Email, and Phone Number
- Total Cost of Infrastructure Project(s)
- Amount of Costs Supported by this Grant



BABAA Waiver Request Form Components

Section 2. Brief Description of infrastructure Project(s)

The grantee must include a brief description of the infrastructure project(s) and must include the project(s) location.



BABAA Waiver Request Form Components

Section 3. Other Federal Sources Identification

The grantee must identify other Federal sources to be used in the infrastructure project and must include the program name and Assistance Listing Number (ALN) assigned to those other Federal sources.



BABAA Waiver Request Form Components

Section 4. Type of Waiver Requested

The grantee must identify the type of waiver requested:

- **Public Interest Waiver:** Applying the domestic content procurement preference would be inconsistent with the public interest
- **Nonavailability Waiver:** Types of iron, steel, manufactured products, or construction materials are not produced in the United States in sufficient and reasonably available quantities or of a satisfactory quality
- **Unreasonable Cost Waiver:** The inclusion of iron, steel, manufactured products, or construction materials produced in the United States will increase the cost of the overall project by more than 25 percent



BABAA Waiver Request Form Components

Section 5. Waiver Scope

The grantee must identify:

- Whether the waiver is for a specific product or a category of products
 - For a category of products: include a description of products, including the type or category of item (i.e., Iron or Steel; Manufactured Product; Construction Material; and country of origin, if known)
 - For a specific product: include identification whether it is Iron or Steel; Manufactured Product; or Construction Material; and country of origin, if known
- The Product and Service Codes (PSC) or the North American Industry Classification System (NAICS) code
 - The BABAA Waiver Request Form provides instructions to obtain these codes



BABAA Waiver Request Form Components

Section 6. Waiver Timeline

The grantee must include the length of time it is proposing that the waiver be in place.



BABAA Waiver Request Form Components

Section 7. Wavier Justification Narrative

The grantee must provide a justification for the waiver and include any anticipated impact if the waiver request is disapproved.



BABAA Waiver Request Form Components

Section 8. Waiver Supporting Documentation

The grantee is instructed to provide supporting documentation as a separate file.



BABAA Waiver Request Form Components

Section 9. Attestation

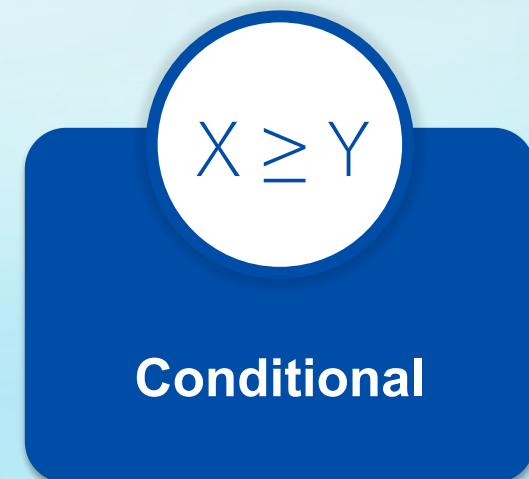
The appropriate authorizing representative must attest that all information, representations, and all supporting documentation are true and correct. The authorizing representative attests that the grantee will remain in compliance with the BABAA domestic sourcing requirements modified by, if granted, the terms and conditions provided by the Department through granting a waiver of the BABAA domestic sourcing requirements.

Also, the authorizing individual attests that failure to submit true and correct information, failure to follow the BABAA domestic sourcing requirements or the conditions provided under any waiver of those requirements, or failure to remain in compliance with the terms and conditions of the grant may result in liability.



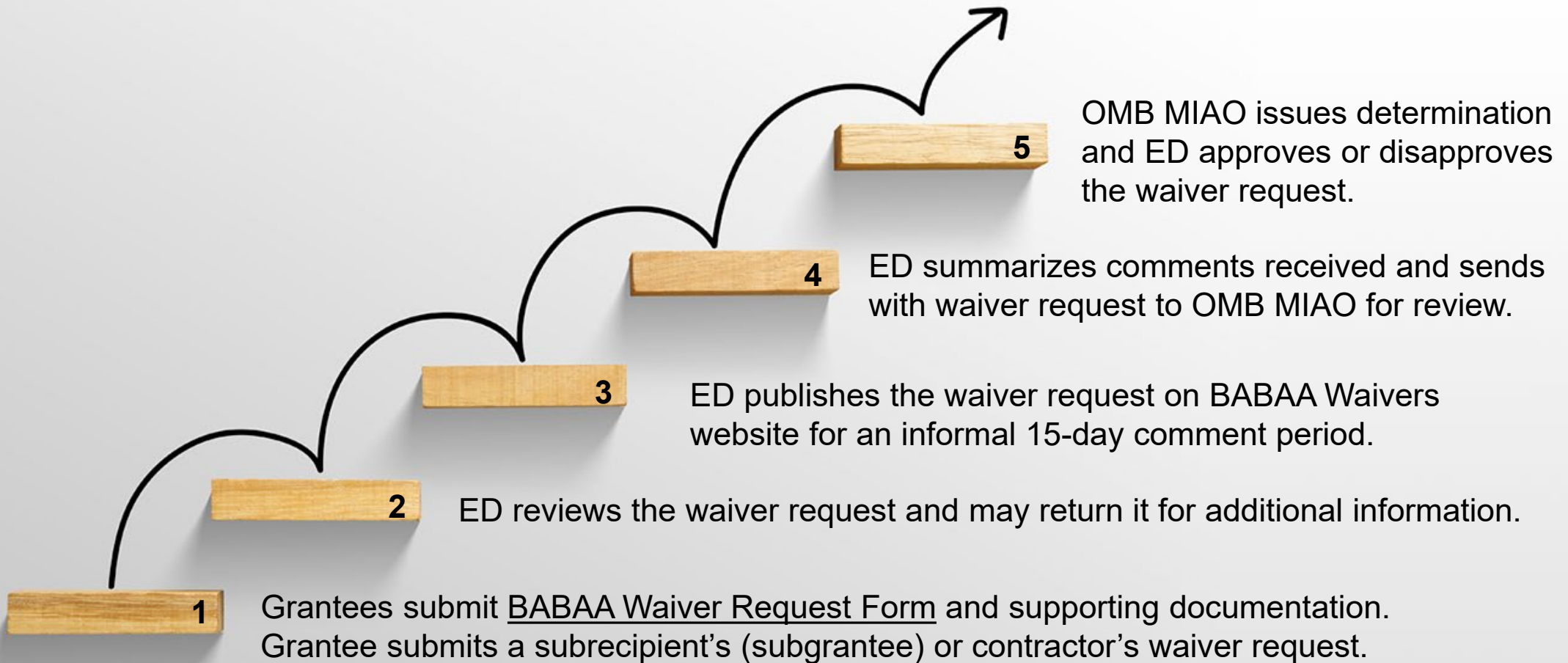
Principles For All Waivers

ED applies the following principles to any type of waiver it anticipates issuing.





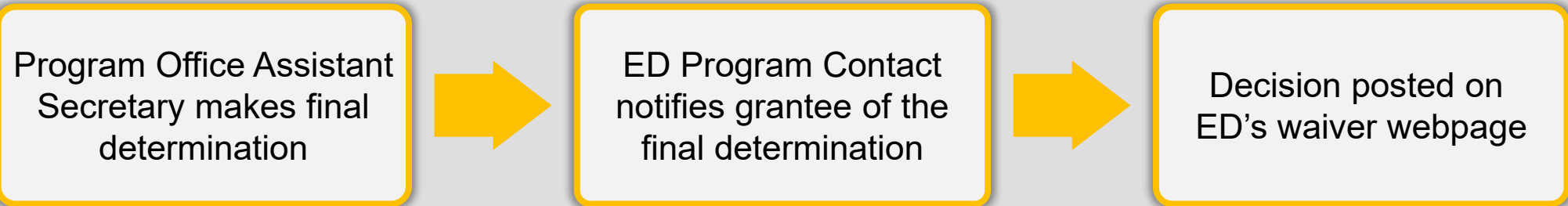
Waiver Process – From Grantee to ED





Final Determination and Notification of Waiver Request

So, what happens next?



Final decisions may not be appealed.



Application Requirements



Who Are Eligible Applicants?

- (A) Native Hawaiian Educational Organizations
- (B) Native Hawaiian Community-Based Organizations
- (C) Public and Private Nonprofit Organizations, Agencies, and Institutions with experience in developing Native Hawaiian programs or programs of instruction in the Native Hawaiian language
- (D) Charter Schools
- (E) Consortia of Organizations, Agencies, and Institutions described in subparagraphs (A) through (C), to carry out programs that meet the purpose of this part



Application

Absolute Priority 1 and Absolute Priority 2 Require **Separate** Applications.

- Absolute Priority 1 Required Forms: **Budget Form ED-524b**
- Absolute Priority 2 Required Forms: **Budget Forms SF-424C and SF-424D**

Note:** It is highly recommended that your proposed budget figures are submitted in **whole numbers**.



Requirements for the AP I: 524b Form

- Budget Table
- Budget Narrative

** It is highly recommended that your proposed budget figures are submitted in whole numbers.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (f)
1. Personnel				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Construction				
8. Other				
9. Total Direct Costs (lines 1-8)				
10. Indirect Costs*				
11. Training Stipends				
12. Total Costs (lines 9-11)				



Requirements for SF-424C *Construction Only

[View Burden Statement](#)

OMB Number: 4040-0008
Expiration Date: 02/28/2025

BUDGET INFORMATION - Construction Programs			
NOTE: Certain Federal assistance programs require additional computations to arrive at the Federal share of project costs eligible for participation. If such is the case, you will be notified.			
COST CLASSIFICATION	a. Total Cost	b. Costs Not Allowable for Participation	c. Total Allowable Costs (Columns a-b)
1. Administrative and legal expenses	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
2. Land, structures, rights-of-way, appraisals, etc.	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
3. Relocation expenses and payments	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
4. Architectural and engineering fees	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
5. Other architectural and engineering fees	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
6. Project inspection fees	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
7. Site work	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
8. Demolition and removal	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
9. Construction	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
10. Equipment	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
11. Miscellaneous	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
12. SUBTOTAL (sum of lines 1-11)	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
13. Contingencies	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
14. SUBTOTAL	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
15. Project (program) income	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
16. TOTAL PROJECT COSTS (subtract #15 from #14)	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
FEDERAL FUNDING			
17. Federal assistance requested, calculate as follows: (Consult Federal agency for Federal percentage share.) Enter the resulting Federal share.	Enter eligible costs from line 16c Multiply X <input type="text"/> %		\$ <input type="text"/>



Requirements for SF-424D

View Burden Statement

ASSURANCES - CONSTRUCTION PROGRAMS

OMB Number: 4040-0009
Expiration Date: 02/28/2025

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0042), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Awarding Agency. Further, certain Federal assistance awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, the right to examine all records, books, papers, or documents related to the assistance; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will not dispose of, modify the use of, or change the terms of the real property title or other interest in the site and facilities without permission and instructions from the awarding agency. Will record the Federal awarding agency directives and will include a covenant in the title of real property acquired in whole or in part with Federal assistance funds to assure non-discrimination during the useful life of the project.
4. Will comply with the requirements of the assistance awarding agency with regard to the drafting, review and approval of construction plans and specifications.
5. Will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the complete work conforms with the approved plans and specifications and will furnish progressive reports and such other information as may be required by the assistance awarding agency or State.
6. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
7. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
8. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards of merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
9. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
10. Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681 1683, and 1685-1688), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §704), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-618), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

11. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal and federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
12. Will comply with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
13. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333) regarding labor standards for federally-assisted construction subagreements.
14. Will comply with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
15. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11888; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
16. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
17. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
18. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
19. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
20. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
<input type="text"/>	<input type="text"/>
APPLICANT ORGANIZATION	DATE SUBMITTED
<input type="text"/>	<input type="text"/>

SF-424D (Rev. 7-97) Back



Administrative Cost Limitation

- **No more than five percent of funds** awarded for a grant under this program may be used for direct administrative costs (ESEA section 6305 and 20 U.S.C. 7545).
- This program uses an unrestricted indirect cost rate. Should you have any questions concerning indirect costs, or to obtain a negotiated indirect cost rate, please email the Indirect Cost Division: IndirectCostDivision@ed.gov.
- For more information on direct vs. indirect costs, please visit the [Office of the Chief Financial Officer's Indirect Cost Overview](#).



Local Educational Agency Submission

Each applicant for a grant under this program **must** submit the application for comment to the local educational agency (LEA) serving students who will participate in the program to be carried out under the grant (i.e., Hawaii State Department of Education grants@k12.hi.us), and include those comments, if any, with the application to the Secretary.



Definitions



Definitions

The following definitions apply to the FY 2023 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition.



Definitions

The definitions of “**Demonstrates a rationale,**” “**Evidence-based,**” “**Project component,**” “**Logic model,**” and “**Relevant outcome**” are from 34 CFR 77.1(c); the definition of “**Charter School**” is from sections 4310(2) of the ESEA.



Definitions

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.

Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale.



Definitions

Project component means **an activity, strategy, intervention, process, product, practice, or policy** included in the project. Evidence may pertain to an individual project component or a combination of project components (e.g., training teachers on instructional practices for English learners and follow-on coaching for those teachers).



Definitions

Logic Model (also referred to as theory of action) means 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.

Relevant Outcome means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.



Definitions

Charter school means a **public school** that—

- (a) In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but **not from any rules relating to the other requirements of this definition**;
- (b) Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- (c) Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- (d) Provides a program of elementary or secondary education, or both;
- (e) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- (f) Does not charge tuition;
- (g) Complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act;



Definitions

Charter school continued-

- (h) Is a school to which parents choose to send their children, and that (1) admits students on the basis of a lottery, consistent with section 4303(c)(3)(A) of the ESEA, if more students apply for admission than can be accommodated; or (2) in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
- (i) Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
- (j) Meets all applicable Federal, State, and local health and safety requirements;
- (k) Operates in accordance with State law;
- (l) Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and
- (m) May serve students in early childhood education programs or postsecondary students. (Section 4310(2) of the ESEA)



Definitions

The definitions of **“Native Hawaiian”**, **“Native Hawaiian community-based organization”**, **“Native Hawaiian educational organization”** and **“Native Hawaiian language”** are from section 6207 of the ESEA; and the definition of **“Regular high school diploma,”** **“Local educational agency,”** and **“State educational agency”** are from 8101 of the ESEA.



Definitions

Native Hawaiian means a citizen of the United States who is a descendant of the aboriginal people who, prior to 1778, occupied and exercised sovereignty in the area that now comprises the State of Hawaii, as evidenced by.

- (1) Genealogical records;
- (2) Kupuna (elders) or Kamaaina (long-term community residents) verification; or
- (3) Certified birth records.



Definitions

Native Hawaiian community-based organization means any organization that is composed primarily of Native Hawaiians from a specific community and that assists in the social, cultural, and educational development of Native Hawaiians in that community.



Definitions

Native Hawaiian educational organization means a private nonprofit organization that—

- (a) Serves the interests of Native Hawaiians;
- (b) Has Native Hawaiians in substantive and policymaking positions within the organization;
- (c) Incorporates Native Hawaiian perspective, values, language, culture, and traditions into the core function of the organization;
- (d) Has demonstrated expertise in the education of Native Hawaiian youth; and
- (e) Has demonstrated expertise in research and program development.



Definitions

Native Hawaiian language means the single Native American language indigenous to the original inhabitants of the State of Hawaii.

Regular high school diploma (a) means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in ESEA section 1111(b)(1)(E); and (b) does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.



Definitions

In general, **Local Educational Agency** means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to **perform a service function for, public elementary schools or secondary schools** in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is **recognized in a State as an administrative agency for its public elementary schools or secondary schools**.

The term includes:

- Any other public institution or agency having **administrative control and direction** of a public elementary school or secondary school,
- An elementary school or secondary school funded by the **Bureau of Indian Education** but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under the ESEA with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Education.
- **Educational service agencies**, including educational service agencies and consortia of those agencies, and **the State educational agency** in a State in which the State educational agency is the sole educational agency for all public schools.

State Educational agency means the agency primarily responsible for the State supervision of public elementary schools and secondary schools.



Definitions

The definitions of “**Children or students with disabilities,**” “**Early learning,**” “**Educator,**” and “**Military- or veteran-connected student,**” are from the Supplemental Priorities.



Definitions

Children or students with disabilities means children with disabilities as defined in section 602(3) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1401(3)) and 34 CFR 300.8, or students with disabilities, as defined in the Rehabilitation Act of 1973 (29 U.S.C. 705(37), 705(202) (B)).

Early learning means any (a) State-licensed or State-regulated program or provider, regardless of setting or funding source, that provides early care and education for children from birth to kindergarten entry, including, but not limited to, any program operated by a child care center or in a family child care home; (b) program funded by the Federal Government or State or local educational agencies (including any IDEA-funded program); (c) Early Head Start and Head Start program; (d) non-relative child care provider who is not otherwise regulated by the State and who regularly cares for two or more unrelated children for a fee in a provider setting; and (e) other program that may deliver early learning and development services in a child's home, such as the Maternal, Infant, and Early Childhood Home Visiting Program; Early Head Start; and Part C of IDEA.



Definitions

Educator means an individual who is an early learning educator, teacher, principal or other school leader, specialized instructional support personnel (e.g., school psychologist, counselor, school social worker, early intervention service personnel), paraprofessional, or faculty.



Definitions

Military- or veteran-connected student means one or more of the following:

(a) A child participating in an early learning program, a student enrolled in preschool through grade 12, or a student enrolled in career and technical education or postsecondary education who has a parent or guardian who is a member of the uniformed services (as defined by 37 U.S.C. 101), in the Army, Navy, Air Force, Marine Corps, Coast Guard, Space Force, National Guard, Reserves, National Oceanic and Atmospheric Administration, or Public Health Service or is a veteran of the uniformed services with an honorable discharge (as defined by 38 U.S.C. 3311).

(b) A student who is a member of the uniformed services, a veteran of the uniformed services, or the spouse of a service member or veteran.

(c) A child participating in an early learning program, a student enrolled in preschool through grade 12, or a student enrolled in career and technical education or postsecondary education who has a parent or guardian who is a veteran of the uniformed services (as defined by 37 U.S.C. 101).



Definitions

Underserved Student means a student (which may include children in early learning environments, students in K-12 programs, students in postsecondary education or career and technical education, and adult learners, as appropriate) in one or more of the following subgroups:

- (a) A student who is living in poverty or is served by schools with high concentrations of students living in poverty.
- (b) A student of color.
- (c) A student who is a member of a federally recognized Indian Tribe.
- (d) An English learner.
- (e) A child or student with a disability.
- (f) A disconnected youth.
- (g) A technologically unconnected youth.
- (h) A migrant student.
- (i) A student experiencing homelessness or housing insecurity.
- (j) A lesbian, gay, bisexual, transgender, queer or questioning, or intersex (LGBTQI+) student.
- (k) A student who is in foster care.
- (l) A student without documentation of immigration status.
- (m) A pregnant, parenting, or caregiving student.
- (n) A student impacted by the justice system, including a formerly incarcerated student.
- (o) A student who is the first in their family to attend postsecondary education.
- (p) A student enrolling in or seeking to enroll in postsecondary education for the first time at the age of 20 or older.
- (q) A student who is working full-time while enrolled in postsecondary education.
- (r) A student who is enrolled in or is seeking to enroll in postsecondary education who is eligible for a Pell Grant.
- (s) An adult student in need of improving their basic skills or an adult student with limited English proficiency.
- (t) A student performing significantly below grade level.
- (u) A military- or veteran- connected student.



Selection Criteria



Selection Criteria

The selection criteria for this competition are from 34 CFR 75.210. The maximum score for all of the selection criteria is 100 points.

- A. Need for Project-** Applicants can earn up to **10 points** for this criterion
- B. Quality of the Project Design-** Applicants can earn up to **30 points** for this criterion



Selection Criteria

C. Quality of Project Personnel (Up to 10 Points)

In determining the quality of project personnel, the Secretary considers:

- 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 5 points)**.
- 2) In addition, the Secretary considers the **qualifications**, including relevant training and experience, of **key project personnel (up to 5 points)**.



Selection Criteria

D. Quality of the Management Plan (Up to 30 Points)

In determining the quality of the management plan for the proposed project, the Secretary considers the following :

- 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

E. Quality of the Project Evaluation- Applicants can earn up to **20 Points** for this criterion.



Selection Criteria

F. Competitive Preference Priorities (Up to 6 Points)

- 1) An eligible applicant must propose a project that is designed to address one or more of the following, pursuant to section 6205(a)(2) of the ESEA. **(Up to 3 points)**
 - a) Beginning reading and literacy among students in kindergarten through third grade.
 - b) The needs of at-risk children and youth.
 - c) Needs in fields or disciplines in which Native Hawaiians are underemployed.
 - d) The use of the Hawaiian language in instruction.

- 2) An eligible applicant may propose a project that is designed to address the impacts of the COVID-19 pandemic, including impacts that extend beyond the duration of the pandemic itself, on the students most impacted by the pandemic, with a focus on underserved students and the educators who serve them, through one or both of the following priority areas: **(Up to 3 points)**
 - a) Addressing students' social, emotional, mental health, and academic needs through approaches that are inclusive with regard to race, ethnicity, culture, language, and disability status; and/or
 - b) Using evidence-based instructional approaches and supports, such as professional development, coaching, ongoing support for educators, high quality tutoring, expanded access to rigorous coursework and content across K-12, and expanded learning time to accelerate learning for students in ways that ensure all students have the opportunity to successfully meet challenging academic content standards without contributing to tracking or remedial courses.



Application Process



Grants.gov

Applications for this competition must be submitted electronically using the **Grants.gov** federal government application site.

The direct link to the NHE FY2023 Competition on Grants.gov can be found [here](#).

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If you do not have a Username and Password, please Register as a New User.

LOGOUT REQUEST SUCCESSFUL: You have successfully logged out of Grants.gov. Thank you.

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*Username:

*Password:
(Case Sensitive)

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PIV / CAC
For Federal Users - Insert PIV / CAC Card

AMS
For HHS Grantors



Registering Your Organization

To be able to submit applications in grants.gov, your organization must:

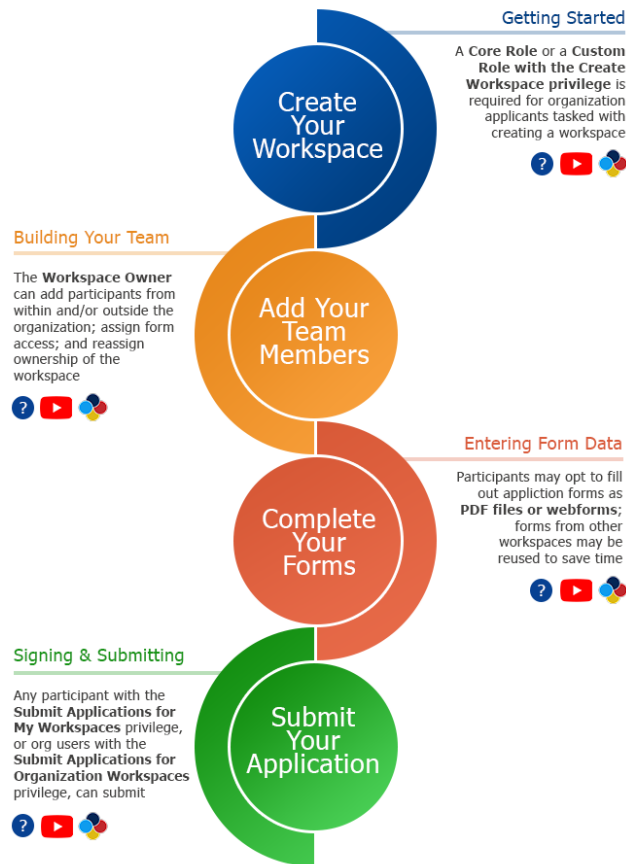
- 1. Register with SAM:** As soon as possible, ensure that your organization has an active UEI (Unique Entity Identifier) number in the [System for Awards Management](#) (SAM). This may take anywhere from one week to several weeks to process. The Department also has a SAM Tip Sheet [available here](#).

**If your organization is currently registered in SAM.gov with either an active or inactive registration, you have already been assigned a UEI. Your UEI is viewable on your entity's registration record in SAM.gov
- 2. Register with Grants.gov:** If you have not done so already, [create an applicant user account](#) in grants.gov.
- 3. Add Profiles:** Once your organization's SAM registration is active, the UEI data will transfer to grants.gov. This usually takes 24-48 hours. Then, you need to add your organization profile to your applicant user account, using your UEI number. [Detailed steps on adding a profile can be found here](#).



Completing Your Application

Application Workflow for Organizations



Workspace is the standard way for organizations or individuals to apply for federal grants in Grants.gov. Workspace allows a grant team to simultaneously access and edit different forms within an application. Plus, the forms can be filled out online or offline — your choice.

Grants.gov Workspace also allows applicants and organizations to tailor their application workflow.



Completing an Application

There are three approaches that organizations can take when submitting an application:

Basic

- + Best for organizations with 1-2 registered Grants.gov users
- + Application forms are downloaded and emailed to collaborators before being uploaded back to the workspace

[LEARN MORE >](#)

Intermediate

- + Best for organizations with 3-5 registered Grants.gov users
- + Applicant teams are typically comprised of an AOR who submits, as well as a Workspace Owner who oversees form completion

[LEARN MORE >](#)

Advanced

- + Best for organizations with external Grants.gov users, such as consultants
- + Workspace Owner manages form access
- + Workspace Owner adds subforms

[LEARN MORE >](#)

More information on using Workspace, as well as an instructional video, [can be found here](#).



Required Forms

Mandatory Forms

- **Preliminary Documents**
 - ☑ Application for Federal Assistance Standard Form (SF-424)
 - ☑ ED Supplemental Information for SF-424
- **Abstract**
 - ☑ ED Abstract Form
- **Narrative**
 - ☑ Project Narrative Attachment Form (submitted as a PDF)
 - ☑ Budget Narrative Attachment Form (submitted as a PDF)



Required Forms

Mandatory Forms (Continued)

- **Other Attachments Form (all below submitted as a single, flattened PDF)**
 - ☑ Individual Resumes for Project Directors and Key Personnel (**required**)
 - ☑ Copy of Indirect Cost Rate Agreement (if applicable)
 - ☑ Letters of Support (if applicable)
- **Lobbying Disclosure**
 - ☑ Grants.gov Lobbying Form
- **GEPA Statement**
 - ☑ General Education Provision Act (GEPA) 427 Form



Optional Forms

Optional Forms

- **Disclosure of Lobbying Activities**
 - SF-LLL Form
- **Budget Information**
 - Absolute Priority 1 Budget Form (**required for Absolute Priority 1**)*: ED Budget Information for Non-Construction Programs (Form 524)
 - Absolute Priority 2 Budget Forms (**required for Absolute Priority 2**)*:
 - 1) Assurances for Construction Programs (SF-424D); and 2) SF-424 C Budget Construction
 - Other Attachments



Required Forms for Specific Absolute Priorities

If applicable, please include the following document(s) in the "Other Attachments Form"

- **Required Forms for Absolute Priority I**
- *ED-524 Budget Information for Non-Construction Programs*

- **Required Forms for Absolute Priority II**
- *SF-424 C Budget Information for Construction Programs*
- *SF 424 D Assurances for Construction Programs*



Absolute Priority I Applicants

- **Required Forms for Absolute Priority I**

- *ED-524 Budget Information for Non-Construction Programs; listed as in the U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS*

PACKAGE FORMS: Download Instructions	
Mandatory Forms (Click to Preview)	Optional Forms (Click to Preview)
<ul style="list-style-type: none">» Application for Federal Assistance (SF-424) [V4.0]» ED SF424 Supplement [V3.0]» Grants.gov Lobbying Form [V1.1]» ED GEPA427 Form [V1.1]» ED Abstract Form [V1.1]» Project Narrative Attachment Form [V1.2]» Budget Narrative Attachment Form [V1.2]	<ul style="list-style-type: none">» Other Attachments Form [V1.2]» Disclosure of Lobbying Activities (SF-LLL) [V2.0]» U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS [V1.4]» Assu» Budg



Close



Absolute Priority II Applicants

- **Required Forms for Absolute Priority II**
- *SF-424 C Budget Information for Construction Programs*
- *SF 424 D Assurances for Construction Programs*

PACKAGE FORMS: Download Instructions	
Mandatory Forms (Click to Preview)	Optional Forms (Click to Preview)
<ul style="list-style-type: none">» Application for Federal Assistance (SF-424) [V4.0]» ED SF424 Supplement [V3.0]» Grants.gov Lobbying Form [V1.1]» ED GEPA427 Form [V1.1]» ED Abstract Form [V1.1]» Project Narrative Attachment Form [V1.2]» Budget Narrative Attachment Form [V1.2]	<ul style="list-style-type: none">» Other Attachments Form [V1.2]» Disclosure of Lobbying Activities (SF-LLL) [V2.0]» U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS [V1.4]» Assurances for Construction Programs (SF-424D) [V1.1]» Budget Information for Construction Programs (SF-424C) [V2.0]

Close



Application Narrative

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 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** all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions. This does not include 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.

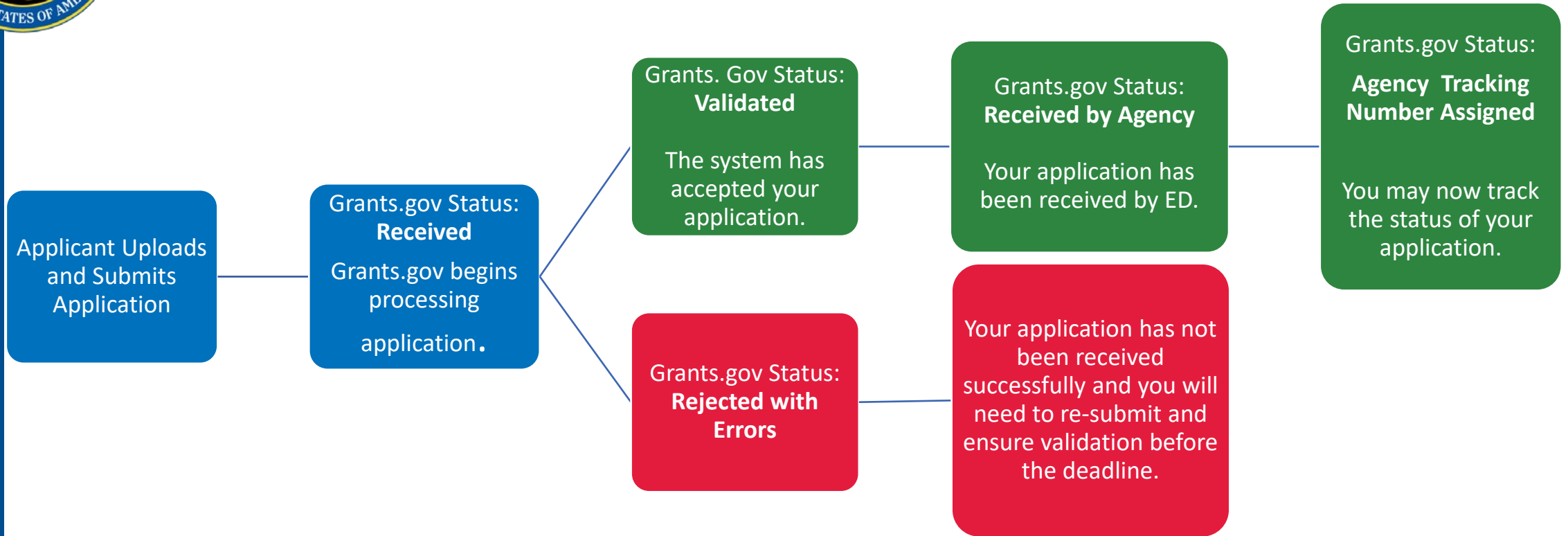


Submitting Early

- **We strongly recommend that you submit your application early**, in order to address any issues that may arise if Grants.gov rejects your uploaded application.
- Once the Department of Education receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application. You may the status of your application by entering your submission's tracking number [here](#).



What Happens After I Submit?





Technical Notes

Attaching Files:

- The NHE program recommends that you submit all application attachments as single, flattened PDF files. To verify the compatibility of your Adobe Acrobat Reader software, [click on this link](#).
- Grants.gov cannot process an application that includes two or more files that have the same name.

UEI Number:

- To submit successfully, you must provide the UEI number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This UEI number is the same number used when your organization registered with the SAM (formally CCR - Central Contractor Registry).
- If you do not enter the same UEI number on your application as the UEI you registered with, Grants.gov will reject your application.



Technical Notes

NIA: <https://www.federalregister.gov/documents/2023/03/14/2023-05120/applications-for-new-awards-native-hawaiian-education-program>

On March 14, the Federal Register published the FY NHE Notice Inviting Applications, including a closing date of April 13, 2023.

On March 20, the Federal Register issued a correction Notice that includes the actual closing date, which is May 15, 2023.

Correction Link:

<https://www.federalregister.gov/documents/2023/03/20/2023-05763/applications-for-new-awards-native-hawaiian-education-program-correction>



Having Trouble?

- If you have problems submitting to Grants.gov before the closing date, please contact **Grants.gov Customer Support**:
 - Phone: 1-800-518-4726
 - E-mail: support@grants.gov
 - Create a ticket in the self-service portal or search the knowledge database. [Both are available here.](#)



Grants.gov Resources

- [Grants.gov Applicant Training Videos](#), including instructions on registering, creating a workspace, and assigning user roles
- [Applicant FAQs for Grants.gov](#)
- [Explanations for Common Error Messages](#) found on Grants.gov
- [Clickable infographic](#) for the Grants.gov application workflow
- **Grants.gov Contact Center:** 1-800-518-4726 or support@grants.gov



Thank You, and Best of Luck!

For general questions related to the NHE program and the application process, please contact us at hawaiian@ed.gov :

Joanne Osborne, Program Manager, NHEP

Amber Williams, LEE Fellow, NAP

Erin Sampson, Group Leader, NAP

Janneth Perales, Presidential Management Fellow, NAP