Native Hawaiian Education Program Applicant Technical Assistance Webinar
Thursday, March 23, 2023

1

Erin Sampson 00:20:39.144 --> 00:20:59.184
Welcome to the applicant technical assistance webinar for the fiscal year two thousand and twenty-three Native Hawaiian Education discretionary grant program, the application formally opened on March fourteenth two thousand and twenty-three and will remain open for applicants until May.

2

Erin Sampson 00:20:59.250 --> 00:21:13.615
Fifteen, two thousand and twenty-three at eleven zero fifty, nine, two hundred and fifty-nine seconds PM, Eastern time and five fifty-nine fifty-nine seconds PM, Hawaii time. Next slide. Please.

3

Erin Sampson 00:21:16.675 --> 00:21:35.065
We would like to introduce you to the team of the native achievement programs in the office of Rule Insular and Native Achievement programs known as right now within the Office of Elementary and Secondary Education, known as [...] at the U. S. Department of Education.

4

Erin Sampson 00:21:36.025 --> 00:21:56.095
Patrick car services director of right now, I am Aaron Samson and I service group leader of Native Achievement Programs, which are team oversees two discretionary grant programs, the Alaskan Native Education Program and the Native Hawaiian Education program, which this grant will be going over.

5

Erin Sampson 00:21:57.234 --> 00:22:18.144
Osborne serves as our native wine education program manager. I'll meet a read who's also on our team is the Alaskan Native Education Program manager, and then we also have the distinct pleasure of having Amber Williams, our leadership educational equity Fellow and Jennifer Alice, who is.

6

Erin Sampson 00:22:18.234 --> 00:22:22.434
Our president Management Fellow, next slide, please.

7

Erin Sampson 00:22:24.804 --> 00:22:44.994
Our agenda for today. We'll go cover an overview of the program Purpose award information competition, timeline and legislative authority. I'll also go over the priorities within the grant competition, which includes absolute priorities and competitive preference priorities. We will then turn the present.

8

Erin Sampson 00:22:45.025 --> 00:23:05.755
Patient over to David Downey and Adam Graham, who are our department partners who will discuss the build America by America Act, which is a clickable to this grant competition. We will then turn the presentation over to Amber to discuss the application requirements Janet, we'll discuss the definitions.

9

Erin Sampson 00:23:06.204 --> 00:23:21.534
And then finally, Joann, we'll discuss the selection criteria application process in grants gov and finally giving you information of how to submit your questions at the conclusion of this pre-recorded session. next slide, please.

10

Erin Sampson 00:23:23.754 --> 00:23:44.214
Here's an overview of the grant program, next slide the purpose of the native Hawaiian Education program is to support innovative projects that recognize and address the unique educational needs of native Hawaii. The program supports affective supplemental education.

11

Erin Sampson 00:23:44.244 --> 00:24:00.594
Programs that maximize participation of native Hawaiian educators and leaders in the planning development implementation management and evaluation of programs designed to serve native Hawaiian next slide.

12

Erin Sampson 00:24:03.984 --> 00:24:23.664
The award information for this Grant competition as mentioned before this is a discretionary grant and it's served on a competitive grant basis. The estimator available funds and as indicated as the Asterix, the department is not bound by any estimates. The availability of funds.

13

Erin Sampson 00:24:23.699 --> 00:24:44.784
For this Grant competition is thirty-three million one hundred and ninety-seven thousand six hundred and seventy dollars. The estimated range of awards for successful applicants will be between four hundred thousand. So one million, three hundred and twenty-five thousand with.

14

Erin Sampson 00:24:44.934 --> 00:25:05.994
That estimated range of awards there can be between twenty-five to eighty three successful awards for this grant competition, the project period for our cohort of awarded grants will be up to thirty-six months, and there is no cost sharing or matching required for this pro.

15

Erin Sampson 00:25:06.025 --> 00:25:08.545
Graham next slide. Please.

16

Erin Sampson 00:25:11.004 --> 00:25:31.374
The competition timeline is as follows as mentioned previously, the competition opens formally on March, fourteen two thousand and twenty-three and we'll close on May fifteen two thousand and twenty-three between the month of May in July. There will be reviewer panels created with experts to serve as peer reviewers.

17

Erin Sampson 00:25:31.705 --> 00:25:50.065
For the applications to be screened and reviewed between the month of August and September, the department will approve, and there'll be congressional notifications of recommended awards in September, two thousand and twenty-three awards will be formally announced next slide, please.

18
Erin Sampson 00:25:52.854 --> 00:26:12.264
This slide discusses the program authority for this Grant competition section; sixty-two or five of the elementary and secondary Education Act of nine thousand nine hundred and sixty-five and the consolidate appropriations act of two thousand and twenty-three is the program authority under which this grant competition is eight.

19
Erin Sampson 00:26:12.324 --> 00:26:33.264
To run the applicable regulations throughout the application package, you will see will be the education department, general administrative regulations and, thirty-four, a code, federal regulations part, seventy-five, seventy, seven, seventy, nine eighty-one, eighty, two eighty, four.

20
Erin Sampson 00:26:33.654 --> 00:26:49.764
Eighty-six, ninety-seven, ninety-eight, and ninety-nine. Please note at the bottom the regulations in part eighty-six apply to institutions of higher education only next slide, please.

21
Erin Sampson 00:26:52.404 --> 00:26:57.984
Now we will discuss the priorities within this grant competition next slide.

22
Erin Sampson 00:27:00.324 --> 00:27:21.354
Consistent with the regulations cited, absolute priority one is from section sixty-two hundred and five subsections, a three of the [...], which identifies authorize program activities, absolute priority two is from title three of the vision, eight of the consolidated approach.

23
Erin Sampson 00:27:21.414 --> 00:27:41.844
Grations act of two thousand and twenty-three, which will be known throughout this presentation as the absolute priority. one is native Hawaiian education activities to meet this priority. An eligible applicant must propose a project that includes one or more of the authorized.

24
Erin Sampson 00:27:42.805 --> 00:27:48.175
pursuant to section sixty-two hundred and five subsections. Eighty-three of the [...].

25
Erin Sampson 00:27:49.584 --> 00:28:10.674
Absolute priority to name 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 monitorization of a public elementary school, secondary school or state.

26

Erin Sampson 00:28:10.709 --> 00:28:31.854
[...] related to a public elementary or secondary school serving a predominantly native Hawaiian student body. Please note, that the purpose of this program predominantly means a student body that is comprised of fifty percent or more of native Hawaiian students. Next slide, please.

27
Erin Sampson 00:28:35.214 --> 00:28:52.974
For fiscal year two thousand and twenty-three. and any subsequent year in which we make funds from the list of unfunded applications from this competition. These priorities are absolute priorities under regulations. We consider only applications.

28
Erin Sampson 00:28:53.065 --> 00:29:14.155
Meet one or more of these priorities. This means that we can have applicants who apply under both priorities or apply under one priority, but the application must address at least one of these priorities, if addressing absolute priority one and.

29
Erin Sampson 00:29:14.185 --> 00:29:35.305
The applicant may address one or more. So part of the priority must clearly identify in the project abstract section of the application which sub-part or sub-parts of the absolute priority one project addresses. This means that if you choose to sell.

30
Erin Sampson 00:29:35.334 --> 00:29:56.454
oral supports, you must clearly identify this within your project abstract sectio, if addressing absolute priority to an applicant, must clearly identify in the project abstract section of this application one. The name of the public elementary school set.

31
Erin Sampson 00:29:56.484 --> 00:30:17.214
And every school or structure related to a public elementary school or secondary school that serves a predominantly native Hawaiian student body that will be either constructed, renovate,d or modernize and the percentage of native Hawaiian students enrolled in the most recent school year by school.

32
Erin Sampson 00:30:17.784 --> 00:30:29.844
Number two means that as the applicant, you must get the recent data from the school to be able to address this in the project. abstract next slide. Please.

33
Erin Sampson 00:30:32.844 --> 00:30:52.704
If addressing absolute priority too and proposing to construct a new building, an applicant must clearly identify in the project abstract section one. The proposal is to construct the new building to the proposed name of the new building.

34
Erin Sampson 00:30:52.974 --> 00:31:14.004

School available and three information or data showing that the proposed structure serves or will serve the predominantly native Hawaiian student body as mentioned previously for applicants who would like to apply under both absolute priorities. You have the.

35
Erin Sampson 00:31:14.010 --> 00:31:35.155
The ability to do. So if you're choosing to apply under both absolute priorities, you must submit two applications. Application one addresses absolute priority one only, and then application to addressing absolute priority only further in the presentation,; wewill explain.

36
Erin Sampson 00:31:35.425 --> 00:31:44.215
The necessity of the two applications is because it will require two different budgets forms next slide. Please.

37
Erin Sampson 00:31:46.735 --> 00:32:07.585
The abstract application narrative section as mentioned where you must explain clearly, which absolute priority you are addressing and which sub-parts or activities you are addressing under those absolute priorities. The application narrative is where you, the applicant, address the selection criteria that review.

38
Erin Sampson 00:32:07.589 --> 00:32:28.734
[...] will use a valuate, your application. We recommend that you one limit the application narrative to no more than thirty pages and to use the following standards, a page is considered eight and a half by eleven on one side only with one.

39
Erin Sampson 00:32:28.764 --> 00:32:49.044
Each 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 twelve point or larger or no smaller than ten pitch characters per inch.

40
Erin Sampson 00:32:50.184 --> 00:33:11.034
Use one of the following paths, times, new Roman carrier here are your new or are you the recommended page? limit does not apply to the cover sheet. The budget section, including the narrative budget, justification the sharing and certifications or the one page.

41
Erin Sampson 00:33:11.065 --> 00:33:24.145
Abstract resumes and be able to [...] or the letters of support if applicable, however, the recommended page limit does apply to all of the application narrative next slide, please.

42
Erin Sampson 00:33:27.174 --> 00:33:47.664
Absolute priority one program activities as mentioned. There are several third party under absolute priority you as the applicant, have the choice to choose one or more of the following authorized activities, a-the development and maintenance of a state-wide native Hawaii.

43

Erin Sampson 00:33:47.754 --> 00:34:08.544

Early education and care system to provide a continuum of services for native Hawaii children from the prenatal period of the children through eighty-five b-the operation of family-based education centers that provide such services as one programs for native Hawaii.

44

Erin Sampson 00:34:09.233 --> 00:34:29.993

And their influence from the pre-natal period of the infants through age three to preschool programs for native Hawaiians and three research online and development and assessment of family base, early childhood and preschool programs for native Hawaiians. Next slide.

45

Erin Sampson 00:34:30.054 --> 00:34:30.594

Please.

46

Erin Sampson 00:34:33.023 --> 00:34:53.964

See activities that enhance beginning reading and literacy and either the Hawaiian or the English language among native Hawaiian students and kindergarten through grade three and assistance and addressing the distinct features of combined English and.

47

Erin Sampson 00:34:53.995 --> 00:35:15.115

In Hawaii Literacy for Hawaiian speakers in grades five and six D activities to meet the special needs a native Hawaiian students with disabilities, including while the identification of such students and their needs to the provision of support.

48

Erin Sampson 00:35:15.144 --> 00:35:27.744

Services to the families of such students and three other activities consistent with the requirements of the individuals with disability education, next slide, please.

49

Erin Sampson 00:35:30.235 --> 00:35:50.365

E-activities that address the special needs of native Hawaiian students who are gifted and talented, including one educational psychological and developmental activities designed to assist in the educational progress of those students and to active.

50

Erin Sampson 00:35:50.514 --> 00:35:58.224

That involve the parents of those students in a manner designed to assist in the educational progress of such students.

51

Erin Sampson 00:36:00.714 --> 00:36:20.934

The development of academic and vocational curricula to address the needs of native Hawaiian children and adults including curriculum materials in the native language and mathematics and science curricula that incorporate native Hawaiian tradition and culture.

52
Erin Sampson 00:36:21.865 --> 00:36:22.945
Next slide, please.

53
Erin Sampson 00:36:25.164 --> 00:36:45.264
G-professional development activities for educators, including one, 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.

54
Erin Sampson 00:36:45.894 --> 00:37:06.504
Two 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 three, the recruitment and preparation of native Hawaiians and other individuals who live in.

55
Erin Sampson 00:37:06.535 --> 00:37:27.655
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.

56
Erin Sampson 00:37:27.865 --> 00:37:48.805
Including one early childhood education programs to, before, after and summer school programs, expand expanding learning time or weekend academies, three career and technical education programs and for program.

57
Erin Sampson 00:37:48.954 --> 00:38:04.734
That recognize and support the unique cultural and educational needs native Hawaiian children and incorporate appropriately, qualify, native Hawaiian elders and seniors. Next slide.

58
Erin Sampson 00:38:08.305 --> 00:38:28.285
I activities including program co-location to enable native Hawaii is to enter and complete programs, post-secondary education, including one family literacy services into counseling guidance and support services.

59
Erin Sampson 00:38:28.314 --> 00:38:40.104
For students, Jay research and data collection activities to determine the educational status in needs of native Hawaiian children and adults.

60
Erin Sampson 00:38:42.475 --> 00:38:51.775
Other research and evaluation activities related to programs carried out under title six part B-of the [...].

61
Erin Sampson 00:38:54.384 --> 00:39:08.424

Other activities consistent with the purposes of title, six part, B-of the [...] to meet the educational needs of native Hawaiian children and adults next slide.

62
Erin Sampson 00:39:13.044 --> 00:39:31.644
Absolute priority to, to meet this priority and eligible applicant must propose a project that will result in the construction renovation or monetization of a public elementary school, secondary school or structure related to a public.

63
Erin Sampson 00:39:31.739 --> 00:39:52.884
elementary school or a secondary school that serves a predominantly native Hawaiian student body, remember predominantly for the purposes of this program means fifty percent or more of a native Hawaiian student body to meet this priority and applicant must provide information or data showing that.

64
Erin Sampson 00:39:52.915 --> 00:40:14.035
Propose or existing structure serves or will serve a predominantly native Hawaii student body. We encourage you to go back to slide eleven and twelve, which we explicitly state. What needs to be included in the abstract for new structures and existing structures.

65
Erin Sampson 00:40:14.514 --> 00:40:23.454
To show evidence that you will serve or will serve predominantly native Hawaii student body next slide, please.

66
Erin Sampson 00:40:26.724 --> 00:40:46.464
This grant competition also includes competitive preference priorities, unlike absolute priorities competitive preference priorities are optional for applicants to include once again, please note your application must include one.

67
Erin Sampson 00:40:46.495 --> 00:41:07.615
Or more absolute priorities to be eligible for consideration. You have the option to include or address the competitive preference priorities in accordance with the regulations listed and from the notice of final priorities and definitions of the secretary supplemental priorities for the [...].

68
Erin Sampson 00:41:07.704 --> 00:41:28.584
New grant programs, which will be referred to, as supplemental priorities throughout this presentation, was published in the Federal Register on December ten, two thousand and twenty-one and is available at the following link applications that meet the competitive preference priorities may receive up to.

69
Erin Sampson 00:41:28.794 --> 00:41:49.404
Six additional points up to three points for each competitive preference priority. There are two in this grant competition, the awarded the maximum points is dependent on how well the application meets the priority next slide. Please.

70

Erin Sampson 00:41:53.304 --> 00:42:11.034
Competitive preference, priority. One native Hawaiian education priority activities up to three points. Remember this is depending on the quality and how well you meet this competitive preference to get the maximum amount of points, which is three.

71

Erin Sampson 00:42:12.024 --> 00:42:32.004
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 sixty-two hundred and five subsection. eight, two of the [...] beginning reading and literacy among students in kindergarten through.

72

Erin Sampson 00:42:32.304 --> 00:42:52.764
Grade a, the needs of at risk children and youth B-needs and fields or disciplines in which native Hawaiians are under employed, see the youth of the Hawaiian language in instruction next slide, please.

73

Erin Sampson 00:42:55.464 --> 00:43:14.424
Competitive preference, priority, two addressing the impact of covert nineteen on students, educators and faculty. There is up to three points that's awarded for this competitive preference priority, depending on how thorough this priority is.

74

Erin Sampson 00:43:15.654 --> 00:43:35.664
And being address within your application to meet this priority and eligible applicant may propose a project that is designed to address the impacts of the cobalt nineteen pandemic, including impacts that extend beyond the duration of the pandemic itself on.

75

Erin Sampson 00:43:35.669 --> 00:43:56.814
The student's 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 student's social emotional, mental health and academic needs through approaches that are include.

76

Erin Sampson 00:43:57.504 --> 00:44:17.754
With regard to race, ethnicity, culture, language and disability status and, or using eevidence-basednstructional approaches and supports such as professional development coaching, ongoing support for educators, high quality tutoring.

77

Erin Sampson 00:44:17.994 --> 00:44:38.904
Expanded access to rigorous coursework and content across K through twelve and expand learning time to accelerate learning for students in ways that is sure all students have the opportunity to successfully meet challenging academics, content standards without contributing to tracking. \

78

Erin Sampson 00:44:39.144 --> 00:44:40.734
Or remedial courses.

79

Erin Sampson 00:44:43.824 --> 00:44:45.054

Next slide, please.

80

Erin Sampson 00:44:46.944 --> 00:44:52.224

And now we will turn it over to David Downey and Adam Graham to discuss build.

81

David J. Downey 00:44:52.224 --> 00:45:07.284

America, well thank you very much and thank all of you perspective applicants in viewing this, this training about the Native Hawaiian program as you just heard with apps.

82

David J. Downey 00:45:08.304 --> 00:45:20.004

Priority two, which involves construction understanding the requirements under the build America by America Act or Bob is, will be a central for you. Let's go to the next slide. Please.

83

David J. Downey 00:45:21.624 --> 00:45:42.564

Now this, this training I should say brought to you by the Department of Educations Grants Management and Policy Division. We also have a computer-based training at Dot Gov on this topic as well as well as a host of grants, administration courses, forty-five to sixty minutes in nature, That would help.

84

David J. Downey 00:45:42.744 --> 00:46:03.714

You and your team better understand the life of administering a grant project, but we do have a detailed BABA computer based training that we would invite you to visit as well. Next slide please during today's session, we're going to talk to you about, uh, identifying.

85

David J. Downey 00:46:04.074 --> 00:46:24.864

The sourcing requirements under the build America by America, we'll talk to you about the Department of Educations related policies with our implementation of the BABA requirements. We'll talk to you about the impact on the grantees and certainly you as the grant applicant at this stage of.

86

David J. Downey 00:46:24.869 --> 00:46:46.014

The competition and we will describe lastly, the department's related waiver policy, the grantee waiver request form, depending on your ability to meet the sourcing requirements, we'll talk to you about that process in detail as well. Next slide, please now first, let's.

87

David J. Downey 00:46:46.044 --> 00:47:06.834

Talk to you about an overview of Baba itself. This is a relatively new law that's come into play and we understand that many of the grantee community perspective applicants and current grantees are having to kind of catch up and learn a little bit more about this important law.

88

David J. Downey 00:47:07.194 --> 00:47:22.134
It's a subset of the infrastructure investment and a job's under President by, and it is one that is really that is intended to benefit, um.

89
David J. Downey 00:47:23.274 --> 00:47:43.824
The domestic production of goods and services here in the United States. Next slide please. Now what Baba does it maximize is the federal government's use of services, goods products and materials produced and offered in the United States federal. So when we're thinking.

90
David J. Downey 00:47:43.829 --> 00:48:04.974
About this grant. So obviously our focus today, but contracts, it's the intent of this is to leverage the federal government's use of these services to better support our domestic economy. It's a byproduct of that is as we buy American, it should also be able to help support and sustain.

91
David J. Downey 00:48:05.004 --> 00:48:26.004
ain growth in job creation here in the United States, so that we're working together and using your tax dollars and tax dollars is a synonym for grants to put that back into the nation's economy in helping get all of us back to work as it works. next slide please. now the Bob.

92
David J. Downey 00:48:26.305 --> 00:48:47.245
Sourcing requirements here for federal projects include, and again, thinking about absolute for your program, the native wind program, the absolute priority number two, this requires that all iron and steel used in projects are produced in the United States that manufactured products used in the project.

93
David J. Downey 00:48:47.304 --> 00:49:08.424
Are produced here in America or that construction materials used in the project are produced here in the good old USA. Now I've mentioned the, uh, the [...] J. A Moment ago for most of the federal agencies, Baba was put in place in May of.

94
David J. Downey 00:49:08.454 --> 00:49:29.574
Two thousand and twenty-two. So, depending on your organization's your work and the different grant programs that you might already have access to you, some of you might already be somewhat familiar with the Bob requirements. Here's the Department of Education we had asked are the [...], also management and budget for a little bit more time to get.

95
David J. Downey 00:49:30.024 --> 00:49:50.094
Our process put in place and Ed has put into effect our Bob requirements effective October, one of two thousand and twenty-two. So, while others, again, you might have already received grants or applied for grants in which Bob was already in effect.

96
David J. Downey 00:49:50.904 --> 00:50:11.874

Only this fiscal year [...] two thousand and twenty-three has the Department of Education. I began to implement Baba and make it a requirement for you are grant applicants and hopefully future grantees next slide. now a little bit more about the policy and the grants you requirements here as we go and it's thinking.

97
David J. Downey 00:50:11.905 --> 00:50:24.925
Let's think about this thoughtfully during this phase as you are putting together your grant applications and plans for how to successfully implement a native Hawaiian Grant program project next slide, please.

98
David J. Downey 00:50:26.574 --> 00:50:47.124
Now the departments policy for this, again, it applies to all of our new non-competing continuations and Cc's and supplemental awards made honor after October first two thousand and twenty-two and it does apply to our formula grants as well as programs like this, which is our discretionary grants. Those are those.

99
David J. Downey 00:50:47.155 --> 00:51:07.705
Grant programs where you're competing with other organizations in an informative and persuasive manner to receive those harder and taxpayer dollars. It applies to all the infrastructure related to construction remodeling and broadband infrastructure that may be initiated with federal grant awards.

100
David J. Downey 00:51:08.304 --> 00:51:29.424
It only applies to those activities in each of the grant projects that are related to infrastructure. So be thinking now is terms of your plan of attack and how you're, how you're going to be addressing the priorities and the various selection criteria and thinking about where does art and still come into play where these can.

101
David J. Downey 00:51:29.430 --> 00:51:35.125
Structured materials, where would they be coming into play in my application next slide, please.

102
David J. Downey 00:51:36.594 --> 00:51:57.594
Now, again, this, the Bible only applies to ad-identified programs regarding infrastructure and as you might've surmise, it does include the Native Hawaiian program, the Native Hawaiian program is one of two thousand and eight programs that have been identified as of March two thousand and twenty-three.

103
David J. Downey 00:51:58.014 --> 00:51:58.494
That.

104
David J. Downey 00:52:00.985 --> 00:52:21.175
Would carry out construction activities and be required to fall under the sourcing requirements under Bob. So another piece of this is as you're thinking about your plan and you're putting together your applications and getting all the pieces together to submit a competitive application, the grant recipients.

105
David J. Downey 00:52:21.599 --> 00:52:42.744

grants applicants in this case you're putting things together. Once you receive the grants, any, any types of sub-awards or contractors vendors that you may be working with are responsible for determining whether a product in their infrastructure project is subject to the bottom of requirements you as.

106
David J. Downey 00:52:42.749 --> 00:53:03.894
And we'll be thinking about this as you've got the great news. You are successful and receiving your grant. It's going to be your responsibility, the project director in that staff to make sure that you can account for how many dollars you're distributed and with regards to construction activities that your vendors and contractors whoever you're working bringing in, on.

107
David J. Downey 00:53:03.900 --> 00:53:13.975
This that they are meeting the Bob requirements for those construction, or I should say, just the, the infrastructure activities next slide, please.

108
David J. Downey 00:53:15.595 --> 00:53:36.325
Now we're informing the grant applicant community in events such as this program office was new, the importance of this law and making sure that you, it's grant applicants and a clear understanding of what of what was being asked of you. That's why we were so thrilled and excited to.

109
David J. Downey 00:53:36.354 --> 00:53:51.864
Join today's session. This recorded session, so you can hear firsthand about the Bob, the Bob of requirements, this information is included if you haven't already seen it in the notice, inviting applications always often referred to, as the [...].

110
David J. Downey 00:53:53.454 --> 00:54:14.394
For you, for formula applicants state plans that's in the submission requirements and it's also in the form of the grant application submission requirements. So the references to Bob are included in your [...] and as I said, this flows down. So if you have contractors vendors partner.

111
David J. Downey 00:54:14.425 --> 00:54:35.545
ANNIE organizations that are working with you to support and implement this grant, the Bob requirements do apply to them as well. Let's move on to the next slide. Please, now let's thinking about this, the impact it has on, you are grantees because I said, this only.

112
David J. Downey 00:54:35.574 --> 00:54:56.694
Took effect, October, one, two thousand and twenty-two. So only the new awards that we're making here at [...], two thousand and twenty-three, the non-competing continuations or supplemental awards, they're all subject to the BABA requirements. The fact that it's new also says this is on charter territory for, for all of us here as we, as.

113
David J. Downey 00:54:56.725 --> 00:55:17.725

plummet this new law as we're looking to, to address this in terms of our budget reviews prior to making our awards, and then on the monitoring side of our grants, it's going to be a new element as we monitor our grants and provide technical assistance, making sure that you're getting the job done that you're documenting that you're getting the job done.

114
David J. Downey 00:55:17.964 --> 00:55:38.994
And your accounting for all those funds that you receive, it is mandatory. So there is for those grant programs that have been identified as falling under the BABA umbrella, then any, and all of those construction or infrastructure activities carried out with.

115
David J. Downey 00:55:39.024 --> 00:55:43.674
Federal dollars, you must comply with the Baba standards and requirements.

116
David J. Downey 00:55:46.164 --> 00:56:07.134
The, so we've got to make sure that you understand that right now be thinking about that plan as you go and understand that grantees must maintain the financial records. Remember this is something to think about for the life of this grant. It's not enough to do the job. You've got a document that you've done the job and for Bob.

117
David J. Downey 00:56:07.375 --> 00:56:28.345
We need to make sure you can document and properly note in your records that you're in compliance with the BABA requirements. So supporting documents statistical records, all other non-federal entity records that are pertinent to their infrastructure projects. They should maintain those records for a period.

118
David J. Downey 00:56:28.349 --> 00:56:49.494
Of up to three years from the date of the submission of the final expenditure report. So for the life of the grant, plus three years after those last reports you want to maintain these records to show that you are in compliance with the BABA requirements. It's an important piece. Maintain those good records on all.

119
David J. Downey 00:56:49.499 --> 00:57:10.644
All aspects of your grant, but certainly for the purposes of today's session, be thinking about being able to support and defend your infrastructure and perfect purchases showing that you are in compliance with Bob. Let's go to the next slide. Now, all that said there.

120
David J. Downey 00:57:10.675 --> 00:57:31.795
Can be exceptions, and there could be legitimate reasons where a waiver from the Bob requirements might not only just be necessary but essential for the successful completion of your grant projects ao tell you a little bit more about the waiver policy and how these.

121
David J. Downey 00:57:31.799 --> 00:57:42.864
exceptions could be, could be utilized. I'm going to turn things over to my colleague and friend Adam Graham, who will lead us through this part of the presentation. Adam.

122

Adam Graham 00:57:44.274 --> 00:57:52.734

Thank you, David. as David discussed the policy, I'm going to get more into a waiver from that policy. \

123

Adam Graham 00:57:52.975 --> 00:58:14.095

And as noted, the authors of the legislation, as well as ED and OMB are taken into account that there may be circumstances under which the requirements need to be waived because they don't, for whatever reason they don't fit, and so we'll cover the circumstances under which waiver it might be a.

124

Adam Graham 00:58:14.124 --> 00:58:35.244

Corporate next slide. There are essentially three main areas or principles under which a waiver would be appropriate from Bob first and foremost it's in the public interest, so by applying the requirements.

125

Adam Graham 00:58:35.274 --> 00:58:56.034

So it would be inconsistent with the public interest, so there's a bit of a broad category, but make no mistake when reviewing applicants for waiver applicants, they need to make sure that it is in the public interest to meet these requirements.

126

Adam Graham 00:58:56.485 --> 00:59:17.545

The second possible waiver category would be non-availability. that is to say certain construction materials such as iron and steel or other manufacturer products in the U. S. are either not available in sufficient quantities or of sufficient quality. So.

127

Adam Graham 00:59:17.634 --> 00:59:38.694

So you have to be able to document that the amount that you're needing of a particular product or products are either not, you can't get enough of it, or it is not a good enough quality to meet the construction standards for your project and lastly, unreasonable costs. So the materials you need for your construction process.

128

Adam Graham 00:59:38.700 --> 00:59:59.845

That are, at least would increase the if you bought them domestically, they would increase the cost of your project by more than twenty five percent, and that's an important threshold to keep in mind if you're referencing the unreasonable cost waiver condition next slide, please.

129

Adam Graham 01:00:01.164 --> 01:00:20.964

So as part of the implementation of BABA at the department of ED, we have created a grantee waiver request form. So any waiver requests from BABA should be using this form and I'll note in one of the later slides. We.

130

Adam Graham 01:00:21.024 --> 01:00:41.844

Provide a link to that form so that you have easy access to it. Next slide. Okay, so the power request form essentially has nine elements and we're going to go through each of those elements. So you're aware the first element as on a lot of standard government forms is your.

131
Adam Graham 01:00:42.415 --> 01:00:57.145
Any information including your institutions name [...] contact information, all those numbers and addresses and names that you generally put in any standard government for next slide.

132
Adam Graham 01:00:59.335 --> 01:01:11.725
Section two, you're asked to provide a brief description of the infrastructure project or projects and their locations that you are requesting the waiver for next slide.

133
Adam Graham 01:01:13.284 --> 01:01:30.384
Section three, you're asked to identify any other sources of federal funding outside the grant with the Department of ED in which those federal sources are being used for the infrastructure project team question. Next slide.

134
Adam Graham 01:01:32.244 --> 01:01:47.724
Section four and this speaks to what we discussed earlier, you need to identify which of the three areas you're applying for a waiver under applying for a waiver under public interest, non-availability or unreasonable costs next slide.

135
Adam Graham 01:01:49.974 --> 01:02:10.974
Sixty-five unique, identify the scope of this waiver. So based on what you're applying for, in section, four, under-in section four, in this section, you would identify, for instance, whether the waiver is for a specific product or products, for example, steel.

136
Adam Graham 01:02:11.034 --> 01:02:31.074
Iron et cetera, And then you would identify the specific code products and codes for those products, and this is available. You don't have to figure this out on your own. This is available within the form itself. So you will be able to look those codes for the appropriate products. Next slide.

137
Adam Graham 01:02:33.624 --> 01:02:46.194
Section six is the waiver timeframe. So this would be whether you're requesting the waiver for the link to the grants or a portion of the grant. Again, this would most likely tie to.

138
Adam Graham 01:02:47.695 --> 01:02:51.475
Under what circumstances you're requesting the waiver next slide.

139
Adam Graham 01:02:54.084 --> 01:03:11.634

Section seven is most likely the most important component of, of the waiver, and this is where you're justifying why you meet the need for public interest or non-availability or unreasonable cost, and this is where.

140
Adam Graham 01:03:13.044 --> 01:03:34.164
And [...] are going to look too focused on determining whether the waiver is approved next slide section eight is just any supporting documentation. This would be any, for instance, if you're requesting a waiver.

141
Adam Graham 01:03:34.194 --> 01:03:55.314
Under the unreasonable costs, this, maybe you've received estimates for costs if you were to procure things under Baba and you could include those estimates to demonstrate that the costs that you would incur by following through with Bob would be unreasonable and therefore.

142
Adam Graham 01:03:55.345 --> 01:04:02.545
It supports your justification for the waiver. So this is where you put that attach that information next slide.

143
Adam Graham 01:04:03.894 --> 01:04:23.424
And then lastly, as is a standard most government forms, this is where your authorized official, who's submitting the form, a test that all the information is truly complete and to the best of their knowledge, they are in compliance with Pablo and its conditions next slide.

144
Adam Graham 01:04:25.225 --> 01:04:46.075
Okay, so you've, you've submitted a waiver to the department of ED, what are the principles that we will be applying when we're looking at your waiver. So three things that we will be considering and therefore you should be considering when Submitting waiver is the waiver time limited, we are.

145
Adam Graham 01:04:46.079 --> 01:05:06.654
Are not looking to approve waivers that go on into an unforseeable future is the labor targeted? Is it for a specific product for your projects? You're not requesting waiver or extraneous projects or for everything under the Sun.

146
Adam Graham 01:05:07.229 --> 01:05:12.654
And then lastly is a conditional for the project next slide.

147
Adam Graham 01:05:14.604 --> 01:05:35.394
Okay, the waiver process has several steps. There are five primary steps for the Department of ED makes a decision and as I noted in an earlier slide, you can see in step one on this timeline of steps is a link to the BABA wave.

148
Adam Graham 01:05:35.455 --> 01:05:56.545

Request form that you can use to get the standard form as well as additional information much of which is covered in this presentation. So the first step is, of course that grant you submit the waiver request form and supporting documentation, this can include you submitting for yourself or the.

149
Adam Graham 01:05:56.579 --> 01:06:17.304
[...] or contractor step two is Ed will review the waiver request and return it to the grantee, if it needs additional information and we'll publish the waiver request on PAVO waivers website for an informal fifteen day comment period.

150
Adam Graham 01:06:18.264 --> 01:06:38.514
After this determine the waiver does not need any additional information, step four summarizes comments received and sends the waiver request to the [...] Megan America Office for review the [...] Main America office issues, a determination.
151
Adam Graham 01:06:38.994 --> 01:06:42.534
And ED approved or disapproved this week. Next slide.

152
Adam Graham 01:06:44.994 --> 01:07:05.214
So when the waiver is received back from the Office of Main America Office, what happens first off, that goes to the program Office Assistant secretary to make a termination based on the information that receives back from OMB, the.

153
Adam Graham 01:07:05.994 --> 01:07:26.784
Once that determination is made the ad program contact notifies the grantee of the final determination. So this would be whether it's approved or disapproved and then the decision, the approval or disapproval is posted on Ed's waiver webpage. Note, these is important final decisions.

154
Adam Graham 01:07:26.845 --> 01:07:30.025
Not be appealed. Excellent.

155
Amber Williams 01:07:38.124 --> 01:07:47.214
Thank you so much. David and Adam for all of the information regarding Baba, um, at this time we will move forward with the application.

156
David J. Downey 01:07:47.214 --> 01:07:48.024
Requirements.

157
Amber Williams 01:07:52.044 --> 01:07:56.544
So, who are eligible applicants next slide, please.

158
Amber Williams 01:07:58.794 --> 01:08:18.744

Eligible applicants include native Hawaiian educational organizations, native Hawaiian community based organizations, public and private nonprofit organizations, agencies and institutions with experience in developing native Hawaiian programs or programs of instruction in the native.

159
Amber Williams 01:08:19.193 --> 01:08:32.784
Language charter schools, consortia of organizations, agencies and institutions described and sub-paragraphs eight through see to carry out programs that meet the purpose of this part.

160
Amber Williams 01:08:34.914 --> 01:08:36.054
Next slide, please.

161
Amber Williams 01:08:39.805 --> 01:08:58.165
Again, when considering the application absolute priority one and absolute priority two requires separate application, and this is one important note is absolute priority. One required.

162
Amber Williams 01:08:59.034 --> 01:09:19.584
Our budget to form it five to four be an absolute priority to require forms include the forms, S-F. E, n, s, F, for two hundred and seventy. It is highly recommended. That's your proposed budget figures are submitted in home.

163
Amber Williams 01:09:19.644 --> 01:09:22.074
Numbers, please.

164
Amber Williams 01:09:28.255 --> 01:09:46.404
The requirements for absolute priority, one, five, two, and four b will include the budget table and a budget narrative. The budget narrative is where you, where you will explain or justify the estimated cost back here.

165
Amber Williams 01:09:46.410 --> 01:10:06.415
[…] is in your budget. This is an example of a budget summary, which is section a includes all of the budget categories that are then broken down by project year one project year two project year three and then gives the total of the funds being requested.

166
Amber Williams 01:10:08.724 --> 01:10:09.924
Next slide, please.

167
Amber Williams 01:10:12.144 --> 01:10:16.014
This is an example of […].

168
Amber Williams 01:10:16.019 --> 01:10:37.074

[...] construction only form as you see here, you will include the budget information for construction programs. You will include cost classification, the total cost column, not allowable for participation and then total allowable costs for your application.

169
Amber Williams 01:10:37.169 --> 01:10:40.584
For construction, only next slide, please.

170
Amber Williams 01:10:46.194 --> 01:11:03.954
Now this form is F-four, two, four, D requires assurances for construction programs and at the bottom of this form, you will need to include the signature of authorized certifying officials, the applicant organization, the title of.

171
Amber Williams 01:11:03.984 --> 01:11:10.974
That certifying official and the date in which the form is submitted next slide, please.

172
Amber Williams 01:11:14.544 --> 01:11:33.564
There is an administrative cost limitation, no more than five percent of funds awarded for grant under this program may be used for direct administrative costs. This is found in [...] section six hundred and sixty-five and twenty U. S. co.

173
Amber Williams 01:11:33.685 --> 01:11:54.385
Seven, five, four, five, this program uses an unrestricted indirect cost rate. So should you have any questions concerning indirect calls with obtain a negotiated indirect cost rate? please email the indirect cost division and that email is indirect calls division. It is.

174
Amber Williams 01:11:56.514 --> 01:12:07.914
For more information on direct versus indirect calls, please visit the office of the Chief Financial officers, indirect cost overview next slide, please.

175
Amber Williams 01:12:10.824 --> 01:12:31.344
Each applicant for grant under this program must submit the application for comment to the local educational agency, also known as an [...] serving students who will participate in the program to be carried out under the grant. An example of this includes the Hawaii State Department of Education and.

176
Amber Williams 01:12:31.404 --> 01:12:38.604
Include those comments if any, with the application to the secretary next slide, please.

177
Amber Williams 01:12:40.224 --> 01:12:44.484
Now we will move on to definitions fail within the, and I.

178

Perales, Janneth 01:12:47.184 --> 01:12:58.944
Thank you so much. Amber, Hello, my name is Janet and I'm going to go through the definitions that apply to the [...] two thousand and twenty-three and H-ee grant competition next slide, please.

179
Perales, Janneth 01:13:01.134 --> 01:13:22.134
The definitions apply to this current grant competition and any subsequent ear in which we make awards from the list of unfunded applications from this competition, if you are using the following terms in your application, we highly encourage you to align them with the definitions found in the [...] and in this presentation.

180
Perales, Janneth 01:13:23.185 --> 01:13:31.795
Next slide, please we will go over the definitions of demonstrator rationale evidence based project component.

181
Perales, Janneth 01:13:35.694 --> 01:13:44.364
Logical model and relevant outcomes the definitions for these terms can be found in section, thirty-four subsection, seventy-seven of the code of Federal Regulations.

182
Perales, Janneth 01:13:47.754 --> 01:14:08.634
To demonstrate a rationale, a key component included in the projects, logic model must be informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes, if the proposed project component is evidence base, it must be supported by one or more of strong evidence moderate evidence promised.

183
Perales, Janneth 01:14:08.694 --> 01:14:29.814
Evidence or evidence that demonstrates a rationale next slide, please and just a reminder that a project component can mean an activity strategy, intervention process, product practice or policy included in the project and evidence may pertain to.

184
Perales, Janneth 01:14:29.820 --> 01:14:36.175
An individual project component or a combination of project components next slide, please.

185
Perales, Janneth 01:14:38.455 --> 01:14:59.305
The logic model, also referred to, as the theory of action means a framework that identifies a key project components of the proposed project and describes the theoretical and operational relationships among the key project components and relevant outcomes and these relevant outcomes should be student outcomes.

186
Perales, Janneth 01:14:59.455 --> 01:15:07.735
Or other outcomes, the key project is designed to improve and must be consistent with the specific goals of the program. Next slide, please.

187

Perales, Janneth 01:15:09.714 --> 01:15:16.434
If applicable please refer to the definition of charter school on the following two slides. next slide, please.

188
Perales, Janneth 01:15:18.985 --> 01:15:38.905
Index the definitions for native Hawaiian, native Hawaiian community-based organization need a Hawaiian educational organization and Native Hawaiian language can be found in section sixty-two, seven of the [...], the definition for regular high school diploma.

189
Perales, Janneth 01:15:39.295 --> 01:15:47.155
Local educational agency and state educational agency can be found in section eighty one hundred and one of the [...].

190
Perales, Janneth 01:15:49.165 --> 01:15:50.095
Next slide, please.

191
Perales, Janneth 01:15:51.624 --> 01:16:12.714
As defined in statute, I need a Hawaiian is a citizen of the United States who is a descendant of the Aboriginal people who prior to seven hundred and seventy-eight occupied and exercise in the area that is now comprised that now comprises the state of Hawaii as evidenced by genealogical record records component or combined.

192
Perales, Janneth 01:16:12.749 --> 01:16:18.534
[...] or certified birth records next slide, please.

193
Perales, Janneth 01:16:21.114 --> 01:16:35.514
In order to be considered a native Hawaiian community based organization, it must be composed of primarily native Hawaiians from a specific community and assist in the social cultural and educational development of native Hawaiians in that community.

194
Perales, Janneth 01:16:38.184 --> 01:16:59.274
Slide please and native Hawaiian educational organization means a private nonprofit organization that a serves the interests of neither Hawaiians B-has needed Hawaiians and substantive and policy making positions within the organization. C-incorporates native Hawaiian perspective.

195
Perales, Janneth 01:16:59.305 --> 01:17:18.325
Uh, values language culture and traditions into the core function of the organization. D-has demonstrated expertise in the education of native Hawaiian youth and he has demonstrated expertise in research and program development. Next slide, please.

196
Perales, Janneth 01:17:21.175 --> 01:17:28.405
Date of Hawaiian language means the single native American language indigenous to the original inhabitants of the state of Hawaii.

197
Perales, Janneth 01:17:31.584 --> 01:17:36.294
If applicable please refer to the definition of regular high school diploma on this slide.

198
Perales, Janneth 01:17:40.585 --> 01:17:41.245
Next slide, please.

199
Perales, Janneth 01:17:44.364 --> 01:18:04.014
Below are the definitions for local and state educational agencies in general, a 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.

200
Perales, Janneth 01:18:04.255 --> 01:18:24.505
Public elementary schools or secondary schools in a city County Township School district or other political subdivision of a state or a combination of school districts or counties that is recognized in a state administrative agency for its public elementary or secondary schools.

201
Perales, Janneth 01:18:27.204 --> 01:18:40.884
Please note that the definition of, of local educational agency does include educational service agencies in a state in which that educational agency is the sole educational agency for all public schools.

202
Perales, Janneth 01:18:43.344 --> 01:18:44.214
Next slide, please.

203
Perales, Janneth 01:18:49.464 --> 01:19:07.584
The definitions of children or students with disabilities, early learning educator and military or veteran connected students are from the supplemental priorities. Next slide, please please note that children are students with disabilities means children.

204
Perales, Janneth 01:19:07.614 --> 01:19:26.844
With disabilities as defined in section six hundred and forty-three of the individuals with disabilities education act or idea, this definition can also be found in section, thirty-four of the code of federal regulations. You may also use the definition in the Rehabilitation act of nine hundred and seventy-three.

205
Perales, Janneth 01:19:29.754 --> 01:19:49.854
If applicable to your application, please refer to the different definitions of early learning outlined below one state licensed or state-regulated programs or provider that provides early care and education for children from birth to kindergarten entry, including programs operated by child care centers or in a family child care home.

206

Perales, Janneth 01:19:50.725 --> 01:20:11.035
Two programs funded by the federal government or state or local education agencies, three early headstart and headstart programs for non-relative childcare provider who is not otherwise regulated by the state and who regularly cares for two or more unreal.

207
Perales, Janneth 01:20:11.039 --> 01:20:31.614
[...] children for a fee and a provider setting five other programs that may deliver early learning and development services in a child's home such as the maternal infant at early childhood visiting home visiting program early headstart in part C idea next page.

208
Perales, Janneth 01:20:34.014 --> 01:20:52.524
When referring to an educator in your application, please note that an educator can be an individual who is an early learning educator teacher principal or other school leaders, specialized instructional support personnel such as a school psychologist or counselor, a pair of professional or faculty.

209
Perales, Janneth 01:20:54.384 --> 01:21:14.484
Next if your application refers to military, veteran connected students, please use the definition below to ensure a student fits the criteria a child participating in early learning program, a student enrolled in preschool through grade twelve or a student enrolled.

210
Perales, Janneth 01:21:14.514 --> 01:21:35.544
In career and technical education or post-secondary education who has a parent or guardian who is a member of the uniform services in the Army Navy Airforce Marine Corps, Coastguard Space Force, National Guard Reserves, National Oceanic and Atmospheric Administration.

211
Perales, Janneth 01:21:35.815 --> 01:21:56.395
Or public health service or is a veteran of the uniform services with honorable discharge, the, a student who is a member of the Uniform Services, a veteran of the uniform services or the spouse of a service member or veteran and see a child participating in an early learning program.

212
Perales, Janneth 01:21:56.814 --> 01:22:09.324
A student enrolled in preschool through grade twelve or a student enrolled in career and technical education or post-secondary education who has a parent or guardian who is a veteran of the uniform services.

213
Perales, Janneth 01:22:13.104 --> 01:22:13.914
Next slide, please.

214
Perales, Janneth 01:22:16.284 --> 01:22:36.144

lastly, for underserved students, this means a student which may include children and early learning environments, students in [...] programs, students and post-secondary education or career or career in technical education in adult learners as appropriate in one of the more following sub.

215
Perales, Janneth 01:22:36.564 --> 01:22:51.264
Listed below as a reminder. Please refer back to this presentation the [...] or the statue and regulations posted after each term for more guidance. Next slide.

216
Perales, Janneth 01:22:54.714 --> 01:22:56.754
And I will go ahead and hand it over to join.

217
joanne osborne 01:23:22.255 --> 01:23:40.735
Selection criteria is located in the F. y-twenty-twenty-three notice inviting applications and the selection criteria can also be found and the F. y-twenty-twenty-three application packet.

218
joanne osborne 01:23:42.894 --> 01:24:02.184
We strongly recommend that you organize your application selection criteria and the order it appears and the notice inviting applications and the order it appears in the application package next slide, please.

219
joanne osborne 01:24:04.974 --> 01:24:21.384
A selection criteria for this competition are from thirty-four CFR seventy-five point, two, ten, the maximum score for all of the selection criteria is one hundred points.

220
joanne osborne 01:24:23.485 --> 01:24:44.575
The selection criteria is as follows need for project applicants can add up to ten points for this criteria. Reality of the project is applicants can add up to thirteen points for this criteria.

221
joanne osborne 01:24:46.404 --> 01:24:47.454
Next slide.

222
joanne osborne 01:24:50.964 --> 01:25:09.954
The quality of project personnel applicants can up to ten points and determining the quality of project personnel. The secretary considers the following the extent to which the applicant encourage.

223
joanne osborne 01:25:09.959 --> 01:25:31.014
[...] applications for employment on persons who are members of groups that have been traditionally underrepresented based race color, national origin, gender age, or disability. In addition.

224
joanne osborne 01:25:31.109 --> 01:25:43.674

The secretary considers the qualifications including relevant training and experience of key project personnel. Next slide.

225
joanne osborne 01:25:47.394 --> 01:26:06.354
The quality of the management plan up to thirty points and determining the quality of the management plan for the proposed project. The secretary considers the following the adequacy of the managing plan to achieve that objective.

226
joanne osborne 01:26:06.684 --> 01:26:20.904
The proposed project one time and within budget, including clearly defined responsibilities timelines and milestones for accomplishing project task.

227
joanne osborne 01:26:24.085 --> 01:26:31.585
At the project evaluation applicants can earn up to twenty points for this criteria.

228
joanne osborne 01:26:38.184 --> 01:26:55.704
This year or [...] two thousand and twenty-three. There are competitive preference warranties, competitive preference warranty one is where an eligible applicant proposal project that.

229
joanne osborne 01:26:55.734 --> 01:27:16.824
Is designed to address one or more of the following pursuant to section sixty-two, all five N-two at the S. E. N. and this is worth up to three points or team one competitive preference per board.

230
joanne osborne 01:27:16.884 --> 01:27:37.944
Team one will focus in, on a beginning rating and let us see my students in kindergarten through third grade. The needs of risk children and you see needs and fails or disciplines in which.

231
joanne osborne 01:27:38.485 --> 01:27:58.615
Hawaiians are under employed and D-the heels of the Hawaiian language and instruction competitive preference part. Forty-two is where an eligible applicant may propose a project that is designed to address the.

232
joanne osborne 01:28:00.535 --> 01:28:20.155
Nineteen pandemic, including impacts that extend beyond the duration of the pandemic itself on the student's most impacted [...] with a focus on underserved.

233
joanne osborne 01:28:20.334 --> 01:28:41.304
Students and the educators who sat through one of the following property areas and addressing students, social emotional, mental health, an academic needs two approaches that are cohesive within.

234

joanne osborne 01:28:41.724 --> 01:29:02.544
To race [...] culture, language and disability status and, or using evidence based instruction approaches and supports such as professional development coaching, ongoing support.

235
joanne osborne 01:29:02.874 --> 01:29:23.634
educators, high quality tutoring, expanded access to records, coursework and content across K twelve and expanded learning time to achieve or accelerate money for students in ways and ensure all.

236
joanne osborne 01:29:23.760 --> 01:29:37.765
Students have the opportunity to successfully meet challenging academic content standards without contributing to tracking or remain your courses.

237
joanne osborne 01:29:41.605 --> 01:29:42.835
Excellent, please.

238
joanne osborne 01:29:44.995 --> 01:29:49.345
Now let's talk a little bit about the application process.

239
joanne osborne 01:29:53.034 --> 01:29:54.354
Next slide, please.

240
joanne osborne 01:29:56.274 --> 01:30:17.154
Grant applications for this competition must be submitted. Electronically using the grant stack. Federal application site. There is a direct link included in this presentation to the native.

241
joanne osborne 01:30:17.339 --> 01:30:21.894
One education [...], two thousand and twenty-three competition.

242
joanne osborne 01:30:27.685 --> 01:30:45.325
registering your organization to be able to submit applications and grants that your organization must one register with Sam, as soon as possible, ensure that your.

243
joanne osborne 01:30:45.714 --> 01:31:06.684
This section has an active unique entity identifier or number and the system for awards management more commonly known as CYA. This may take anywhere from one week to several weeks.

244
joanne osborne 01:31:06.744 --> 01:31:27.834
To process a department also has, uh, uh, Sam tip sheet, which is available for one link in this presentation, if your organization is currently registered in San Diego with either an active or inactive registration.

245

joanne osborne 01:31:28.494 --> 01:31:39.894

You have already been assigned and your [...] is viewable on your entities, Registration record and same that go.

246

joanne osborne 01:31:42.204 --> 01:32:02.334

Register with grants that go if you have not done. So already create an applicant user account and grants that go and add profiles once your organizations, Sam registration is active.

247

joanne osborne 01:32:03.324 --> 01:32:24.234

E-data will transfer to grants that go. This usually takes twenty-four to forty-eight hours and you will need to add your organization to your applicant use account using your [...].

248

joanne osborne 01:32:26.034 --> 01:32:45.204

We've added a name to get detailed steps on how to add a profile in this presentation. Next slide, please completing your application workspace is the standard way.

249

joanne osborne 01:32:45.505 --> 01:33:06.445

Organizations or individuals to apply for federal grants and grants that go workspace allows them to simultaneously access and edit different forms within an application, plus performs.

250

joanne osborne 01:33:06.539 --> 01:33:22.044

Can be filled out online or offline your choice grants backup workspace also allows applicants and organizations to ten or their application work flow.

251

joanne osborne 01:33:28.194 --> 01:33:34.434

There are three approaches that organizations contain when submitting an application.

252

joanne osborne 01:33:36.355 --> 01:33:57.295

The first approach is basic. Now this is best for organizations with one to two registered grants users application forms are downloaded and email to collaborators before being uploaded to the works.

253

joanne osborne 01:33:59.124 --> 01:34:18.354

The second approach is the intermediate approach. This is best for organizations with three to five registered grants, dot gov users applicant teams are typically comprised of an N. O. R-who submit.

254

joanne osborne 01:34:18.685 --> 01:34:37.585

As well as a workspace owner who oversees for completion. The third approach is the advanced approach, and this is best for organizations with external grants, users.

255

joanne osborne 01:34:41.124 --> 01:35:00.294
The workspace owner manages for one access and a workspace owner and SAP forms for more information or using workspace. We have included a link to an instructional video for grants.

256
joanne osborne 01:35:03.204 --> 01:35:04.014
Next slide.

257
joanne osborne 01:35:06.805 --> 01:35:27.205
There are required forms that must be submitted with your application. They are the application for federal assistance standard form four to four, and it's companion document the supplemental information standard form.

258
joanne osborne 01:35:27.564 --> 01:35:48.054
Or two for applicants. Must submit along with the application, an abstract form and all applicants must submit a project narrative attachment form, submit it as a PDF and a budget.

259
joanne osborne 01:35:50.424 --> 01:35:55.854
Awesome submitted as a PDF. Next slide.

260
joanne osborne 01:35:59.994 --> 01:36:19.584
mandatory forms continued. There are other attachment forms that must be submitted as a single Latin [...]. They are individual resumes for project to work towards and key personnel. This is real.

261
joanne osborne 01:36:21.114 --> 01:36:40.764
Copy of your indirect cost rate agreement clickable letters of support clickable also the grant stack lobby campus statement, which is the general agile.

262
joanne osborne 01:36:40.859 --> 01:36:47.904
[...] provision known as Capital Four to seven zero.

263
joanne osborne 01:36:49.494 --> 01:36:52.524
Along with the budget information.

264
joanne osborne 01:36:53.874 --> 01:36:55.254
Next slide, please.

265
joanne osborne 01:36:58.284 --> 01:37:02.364
Give me application package. You will see a listing of option.

266

joanne osborne 01:37:03.419 --> 01:37:24.444
They are as disclosure of lobby activities. This is form s-f. L-budget information. Now if you are applying under absolute or to the budget form.

267
joanne osborne 01:37:24.569 --> 01:37:45.204
That is required for absolute priority. One is the ED budget formation for non-construction programs. This is standard form five to four, if your application focuses on absolute.

268
joanne osborne 01:37:46.104 --> 01:38:06.594
To the budget forms that are required for absolute poverty to, ah, be assured that says for construction programs, which is s-F-four to four D and the standard form for two, four.

269
joanne osborne 01:38:07.014 --> 01:38:18.894
See budget construction. Other attachment are submitted as next time.

270
joanne osborne 01:38:22.284 --> 01:38:27.054
Required forms for specific absolute poverty.

271
joanne osborne 01:38:29.754 --> 01:38:35.454
Please include the following documents and the author attachments.

272
joanne osborne 01:38:37.890 --> 01:38:59.035
Required forms for absolute priority one, eight, five, two for budget information for non-construction programs also required forms for absolute priority. Two forms are as follows. Stand.

273
joanne osborne 01:38:59.064 --> 01:39:19.584
At form or two for CI project information for construction programs and standard for four to four D-sure it says for construction programs. Next slide, please.

274
joanne osborne 01:39:22.014 --> 01:39:41.034
Absolute or to one applicants when you are in grants and you click on the application package, there are instructions for mandatory forms and optional for.

275
joanne osborne 01:39:41.484 --> 01:40:02.454
Required absolutely or two are highlighted in this presentation. We're focusing on absolute priority one math choose the F-five, two for information for non-construction program.

276
joanne osborne 01:40:03.204 --> 01:40:16.524
Listed as the U. S. Department of Education budget information, non-construction programs. I can, we have this.

277

joanne osborne 01:40:19.104 --> 01:40:31.554

optional in this presentation, if you apply for absolute poverty, one click that next slide.

278

joanne osborne 01:40:37.285 --> 01:40:54.655

If you are applying under absolute poverty, too, you will be required to submit the s-four to four C-budget information for construction programs and S-m-four, two, four.

279

joanne osborne 01:40:54.745 --> 01:41:12.085

D-as shown sets for construction programs, we have included a screenshot of grants, dot com and highlighted the form that is required for applicants, focusing on absolute priority too.

280

joanne osborne 01:41:14.725 --> 01:41:15.625

Next slide.

281

joanne osborne 01:41:18.924 --> 01:41:37.974

The application narrative, the application narrative is where you, the applicant address the selection criteria that review is used to evaluate your application. We recommend that you limit the application narrative.

282

joanne osborne 01:41:38.394 --> 01:41:59.484

No more than thirty pages and use the phone standards or pages on one side only with one inch margins at the top bottom and both sides double spaced all text in the application.

283

joanne osborne 01:42:00.444 --> 01:42:20.604

Including titles, headings, footnotes, quotations, references and captions. This does not include text and the charts, tables figures and graphs use a font that is either twelve point two or no.

284

joanne osborne 01:42:20.694 --> 01:42:33.984

Smaller than ten page characters per use. One of the following thoughts times, new Roman carrier, carrier new or area.

285

joanne osborne 01:42:39.805 --> 01:42:56.575

Submitting early we strongly recommend that, you submit your application early in order to address any issues that may arise if grants reject your uploaded application.

286

joanne osborne 01:42:57.714 --> 01:43:18.444

Once the Department of Education received your application from Grants, dot gov, an agency tracking number or a. P. R. Award number will be assigned to your application. You may check the status of your application at entering your submissions.

287
joanne osborne 01:43:18.504 --> 01:43:19.734
Tracking number.

288
joanne osborne 01:43:26.304 --> 01:43:43.824
Then what happens after you submit an application through grants one or two things will happen once an applicant uploads and submits an application, the applicant shoot me see our clients.

289
joanne osborne 01:43:43.859 --> 01:44:04.914
That good status noting that the application has been received grants that God then begins to process your application, then grants will issue at validated status. This means that the system has accepted.

290
joanne osborne 01:44:05.364 --> 01:44:21.984
Location grants, well then issue a status that says received by agency. This means that your application has been received on the Department of Education.

291
joanne osborne 01:44:23.424 --> 01:44:41.424
And finally an aging agency tracking will be assigned to your application, wants an agency tracking number has been assigned to your application. You may now track the status of your application.

292
joanne osborne 01:44:44.664 --> 01:45:04.224
If you submit an application through Grants dot. com and it is received and grants, you may also receive a status that says your application was rejected with errors, if you receive a status from Graham.

293
joanne osborne 01:45:05.514 --> 01:45:23.154
That says your application was rejected with errors. Your application has not been received successfully and you will need to resubmit and ensure validation before that day.

294
joanne osborne 01:45:26.514 --> 01:45:27.264
Next slide.

295
joanne osborne 01:45:31.375 --> 01:45:51.865
Just a few technical notes, uh, native Hawaiian education program recommends that you submit all application attachments as single flatten PDF files to verify the compatibility of your.

296
joanne osborne 01:45:52.494 --> 01:46:10.854
acrobat reader software, we have provided a link in this presentation [...] cannot process an application that includes two or more files that have the same name.

297
joanne osborne 01:46:12.745 --> 01:46:32.335

[...] number two, Submit successfully you must provide a unique ad number on your application that was used when you registered as an authorized organization representative or a. O. R. On grants dot com.

298
joanne osborne 01:46:33.414 --> 01:46:53.724
This [...] number is the same number used when your organization registered with Sam, formerly known as the Central Contractor. registered if you do not enter the same [...] number on your application as the U. E.

299
joanne osborne 01:46:54.354 --> 01:47:00.864
Registered with Sam Grants that GOV will reject your application.
300
joanne osborne 01:47:02.694 --> 01:47:03.534
Next slide.

301
joanne osborne 01:47:06.505 --> 01:47:24.715
And finally on a technical note on March, fourteen, th-the Federal register publish, the [...], two thousand and twenty-three notice inviting applications for the native for one education program.

302
joanne osborne 01:47:26.784 --> 01:47:46.884
March, twenty-one March, fourteen, th-the deadline for transmittal of application shows, a date of info thirteen, however, on March twenty, th-the Federal register issued a correction notice.

303
joanne osborne 01:47:48.264 --> 01:48:08.934
noting that the deadline for transmittal of applications for the F-by two thousand and twenty-three native Hawaiian education program is actually May twenty-twenty-three. We have provided a new.

304
joanne osborne 01:48:10.074 --> 01:48:30.024
To the March, fourteen federal register notice, and also I may, uh, March twenty, th-federal register notice link with the correction. I can the deadline for transmittal of.

305
joanne osborne 01:48:30.114 --> 01:48:38.784
Applications for the Native Hawaiian education program is May fifteen twenty-twenty-three.

306
joanne osborne 01:48:41.094 --> 01:48:41.484
Next.

307
joanne osborne 01:48:46.074 --> 01:49:02.304
If you're having problems submitting to grants that go before the closing date, please contact grant stock of customer support. Their phone number is one eight hundred and one eight.

308
joanne osborne 01:49:02.665 --> 01:49:22.405

For seven to six or you may email at support at grants that go create a ticket and the self-service portal or search the knowledge database. We have provided a name and this presentation.

309
joanne osborne 01:49:25.224 --> 01:49:26.064
Next slide.

310
joanne osborne 01:49:28.975 --> 01:49:35.335
additionally, there are other grant stack of resources that may be helpful to you.

311
joanne osborne 01:49:36.744 --> 01:49:57.504
Branch of applicant training videos. These videos include instructions on registering creating a workspace and assigning user roles. applicant frequently asked questions for grants, dot com explanations.

312
joanne osborne 01:49:57.534 --> 01:50:18.504
For common error messages found on grants, dot gov, clickable infographic for the grand stack of application workflow and the grant stack contact center phone number. Again, one, eight hundred, five hundred and eight.

313
joanne osborne 01:50:18.805 --> 01:50:24.445
For seven to six or support at grants dot com.

314
joanne osborne 01:50:28.554 --> 01:50:29.544
Next slide.

315
joanne osborne 01:50:31.944 --> 01:50:52.494
Thank you for your interest in the Native Hawaiian education program. So Shannon rule question mailbox that you can submit additional questions that you may have related to the native HomePod program and the application process please.

316
joanne osborne 01:50:52.524 --> 01:51:02.604
Contact us at h-n-E, L. I, N, and it, or.

317
joanne osborne 01:51:05.905 --> 01:51:10.705
Thank you for your interest and then Native Hawaiian education program.

318
Erin Sampson 01:51:12.445 --> 01:51:24.925
Thank you, Joanne as a summary before we close out, we want to make sure that we reiterate, if you are applying under both absolute priority, one.

319

Erin Sampson 01:51:25.405 --> 01:51:46.075
And absolute priority two that requires two separate application submissions when you go into grants dot gov, even though the budget forms that Joann presented on are under optional forms, it is re.

320
Erin Sampson 01:51:46.104 --> 01:52:07.134
quired under absolute priority one to submit the budget form five to four P-four absolute priority one we highly recommend that you submit your budget figures in whole numbers do not include, since is.

321
Erin Sampson 01:52:07.229 --> 01:52:27.984
Our recommendation, if you are applying under absolute priority to once again, when you go into grants that God, even though is under optional forms, it is required to submit both s-l-four to four C-S-l-four to four.

322
Erin Sampson 01:52:29.004 --> 01:52:49.524
Budget forms for absolute priority too. If your application comes in with those forms missing your application is not complete. It may show validated on grants that gov because it's an optional form, but once we go.

323
Erin Sampson 01:52:49.555 --> 01:53:10.645
Yeah, so the eligibility review if those budget forms are missing, your application is incomplete also as a reminder, absolute priorities are required for your application to be eligible. You must apply either under one.

324
Erin Sampson 01:53:11.155 --> 01:53:31.825
Or both absolute priorities that is also review during the Eligibility review. Our program office conduct, once we receive your application from Grants, dot gov, again, highly recommend for both absolute priority budget forms those.

325
Erin Sampson 01:53:31.854 --> 01:53:52.974
figures are submitted in whole numbers once again, we, thank you for considering applying for this Grant competition as Joanna mentioned, if you have any questions in regards to the content presented in this presentation, whether it's for a BABA or for the native.

326
Erin Sampson 01:53:53.034 --> 01:54:13.134
My education program or the application process, please submit those questions to Hawaii dot gov and we will respond to those questions accordingly, remember the deadline to submit your application is May fifteen th-two thousand and twenty-three.

327
Erin Sampson 01:54:14.574 --> 01:54:35.274
Fifty-nine, fifty-nine seconds PM, Eastern time or five fifty-nine, fifty-nine seconds PM, Hawaii time anything received afterwards will not be accepted. We, thank you again for your time and look for.

328

Erin Sampson 01:54:35.280 --> 01:54:36.385
Word to working with you.
329
joanne osborne 02:22:28.074 --> 02:22:44.424
There are mandatory forms that are required for submission with your application. Other attachment forms, all forms must be submitted as a single Latin P. D.

330
joanne osborne 02:22:46.164 --> 02:23:05.574
Individual resumes for project tours and key personnel. This is required A copy of your organization's indirect cost, right agreement if a clickable and letters of support, if a.

331
joanne osborne 02:23:05.664 --> 02:23:22.704
clickable the lobby disclosure form, shown as the grant stack of lobbying for, and the gap a statement, the general education provision. Yep.

332
joanne osborne 02:23:24.055 --> 02:23:30.205
F-four, two, four, four, two, seven, four.

333
joanne osborne 02:23:56.244 --> 02:24:14.664
And our last technical note on March, fourteen federal register published the fiscal year two thousand and twenty-three native Hawaiian education notice and guiding applications that included a close.

334
joanne osborne 02:24:14.700 --> 02:24:35.485
End date of April thirteen, th-two thousand and twenty-three on March twenty, th-the Federal register issued a correction notice that includes the actual closing date, which is, may fifteen twenty-twenty-three.

335
joanne osborne 02:24:36.264 --> 02:24:43.674
We have provided links and this presentation to bone that it will register notices.