

# **FY23 Grant Competition**

State Tribal Education Partnerships  
(STEP)  
84.415A

**Guidance for Prospective Applicants**

May 17, 2023



# Logistics

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

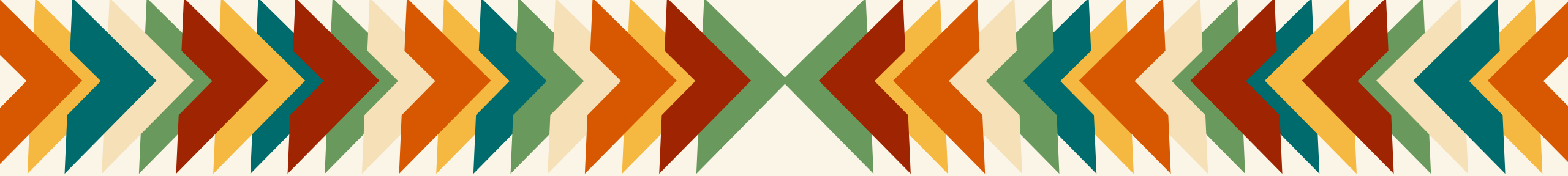
# Office of Indian Education

Dr. Donna Sabis-Burns  
OIE Discretionary Group Leader



Donna Bussell  
STEP Competition Manager





# Agenda

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

# Objectives

- Learn what's in the FY2023 grant application package
- Understand the application requirements
- Understand why a logic model is needed to strengthen your project narrative
- Understand the selection criteria
- Understand what type of forms are required
- Understand common components of applying for federal grants and using federal application systems
- To provide prospective applicants with the opportunity to submit questions to OIE.

# Who is Joining Us Today?

- Tribe
- Tribal Educational Agency (TEA)
- Tribal Organization
- Other



# Please Note

- This webinar does not address all competition requirements or present all available information.
- **For full details**, be sure to read
  - [The Notice Inviting Applications \(NIA\)](#)
  - [The Application Package](#)
- **Remember!** → Follow instructions on Grants.gov and processes such as SAM.
- **Important** -Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045), and available at <https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs> . Please note that these Common Instructions supersede the version published on December 27, 2021.

# Transition from DUNS to UEs

- Unique Entity IDs (UEIs) replaced DUNS numbers on April 4, 2022
- If you currently have a DUNS number that **IS** registered in SAM.gov, you have a corresponding UEI assigned and will need the UEI to upload your application.
- If you do **NOT** have a UEI number, you will need to get one before you can apply.
- For more information, including how to get a new UEI, refer to the [UEI Transition Fact Sheet](#)





# **STEP 2023**

## **Grant Competition Overview**

# Purpose of the STEP Program

The purposes of STEP are to:

- 1) promote Tribal self-determination in education;
- 2) improve the academic achievement of Indian children and youth; and
- 3) promote the coordination and collaboration of Tribal educational agencies (TEAs), as defined in this notice, with State educational agencies (SEAs) and local educational agencies (LEAs) to meet the unique education and culturally related academic needs of Indian students.

# STEP Background

- Authorized under section 6132 of the Elementary and Secondary Education Act of 1965.
- One of many efforts across the Federal Government to strengthen the government-to-government relationships with Tribal Nations throughout the United States.
- Key priority of the Department is to strengthen community engagement to advance systemic change.

# STEP Background

- Our intent for this competition is to award STEP grants to:
  - create new TEAs
  - increase collaboration among TEAs, SEAs, and LEAs
  - build the capacity of TEAs to directly administer education programs, including formula grant programs under the ESEA, consistent with State law and under a written agreement among the parties

For example, applicants could propose projects that include a partnership among a TEA, SEA, and LEA aimed at improving the identification of Native students who may be eligible for an ESEA title VI Indian Education formula grant.

# STEP Background

- A TEA must submit a DWA (as defined in the NIA) with an SEA, one or more LEAs, or both the SEA and a LEA with its application for funding.
  - For the purposes of the DWA, a school funded by the Bureau of Indian Education (BIE) is considered an LEA.
  - The agreement must document the commitment of the TEA, SEA, and LEA to work together and must include all required elements included in the definition of DWA.
  - Letters of support from an SEA or LEA alone will not meet this requirement and will not be accepted.
- In accordance with ESEA section 6132(c)(2), all grantees who are expanding early TEAs must train and support the SEA and LEA in areas related to Tribal history, language, and culture.

# STEP Overview

<b>Eligible Applicants</b>	Indian Tribe Tribal Educational Agency (TEA) Consortium of TEAs Tribal organization approved by an Indian Tribe  Note: An Indian Tribe that receives funds from the BIE under section 1140 of the Education Amendments of 1978 (25 U.S.C. 2020) is not eligible to receive funds under this program.
<b>Estimated Funds Available</b>	\$2.4 million
<b>Length of Awards</b>	Absolute Priority 1: Up to 36 months Absolute Priority 2: Up to 60 months
<b>Estimated Range of Awards</b>	\$300,000 to \$500,000
<b>Estimated Average Size of Awards</b>	\$400,000
<b>Estimated Number of Awards</b>	5-8
<b>Application Deadline</b>	7/3/2023 11:59 PM EST

# Notice of Intent to Apply

- Not required but strongly encouraged
- Please submit by Thursday, June 1, 2023
- Email Donna Bussell at [Donna.Bussell@ed.gov](mailto:Donna.Bussell@ed.gov)
  - Subject Line: Intent to Apply
  - Include:
    - Applicant's Name (Organization/Entity Name)
    - Applicant's Address
    - Contact Person's Name
    - Contact Person's Email Address

# Priorities

This competition contains:

- Two Absolute Priorities
- Three Competitive Preference Priorities





# Absolute Priorities

## Absolute Priority 1:

- An applicant **must be** an Indian Tribe or Tribal organization approved by an Indian Tribe that is applying to create a TEA.

## Absolute Priority 2:

- An applicant must be an early TEA.

**Applicants must meet either AP 1 or AP 2.  
There will be two slates, one for each priority.**

# What is an early TEA?

A TEA that meets one or two of the criteria in the definition of an established TEA. An established TEA:

- Has received a STEP grant in 2012 or subsequent years, or provides evidence of an existing prior relationship with an SEA or LEA.
- Has an existing Tribal education code.
- Has directly administered at least one education program within the past 5 years.
- Has administered at least one Federal, State, local, or private grant within the past 5 years.
- Has authorized teaching certifications.




# What is a new TEA?

A Tribal entity that does not meet the definition of “early TEA” or “established TEA.”

# Competitive Preference Priorities


- Competitive Preference Priority 1
  - + 5 points
- Competitive Preference Priority 2
  - +3 points
- Competitive Preference Priority 3
  - +2 points
- Competitive Preference Priority 1 and 2 and 3
  - Maximum of 10 points



# **Competitive Preference Priority 1: Improve Identification of Native Students for Title VI Indian Education Formula Grant Program (0 or 5 points)**

Must propose to partner with an LEA to:

- Develop and maintain effective and culturally responsive methods to better identify and support the identification of Indian students who may be undercounted or under-identified as eligible for an ESEA Title VI Formula grant program consistent with section 6112 of the ESEA.
- This includes identifying Indian students who are not enrolled in a Tribal Nation but who have an affiliation with a Tribal Nation through being a descendant in the first or second degree from a Tribal Nation member as described in ESEA section 6151 (3).



## **Competitive Preference Priority 2: New STEP Grantee (0 or 3 points)**


An applicant must be an early TEA or applying to create a TEA and must not have previously received a STEP award from the Department.

# **Competitive Preference Priority 3: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change (0 or 2 points)**

**Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students in one or more of the following priority areas:**

a) Coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address one or more of the following:

- Energy.
- Homelessness.
- Transportation.
- Health, including physical health, mental health, and behavioral health and trauma.
- School diversity, including student and educator diversity.
- College readiness.
- Workforce development.
- Civic engagement.
- Technology.
- Public safety.
- Community violence prevention and intervention.
- Social services.
- Adult education and literacy.



## **Competitive Preference Priority 3: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change (0 or 2 points)**

\* Note: In addressing Competitive Preference Priority 3, an applicant must ensure the proposed activities function solely to promote cross-agency coordination and, consistent with the STEP statute, do not provide direct services to students.





# Performance Measures

# Government Performance Results Act (GPRA) Measures

- Department's indicators of success for the STEP program.
- Tips:
  - Carefully consider these measures in thinking about the approach to, and evaluation of your proposed project.
  - If you are awarded a grant, you will be required to provide data about your progress in meeting these measures in your annual performance and final reports.

# STEP GPRA Measures

## Capacity-building by the TEA

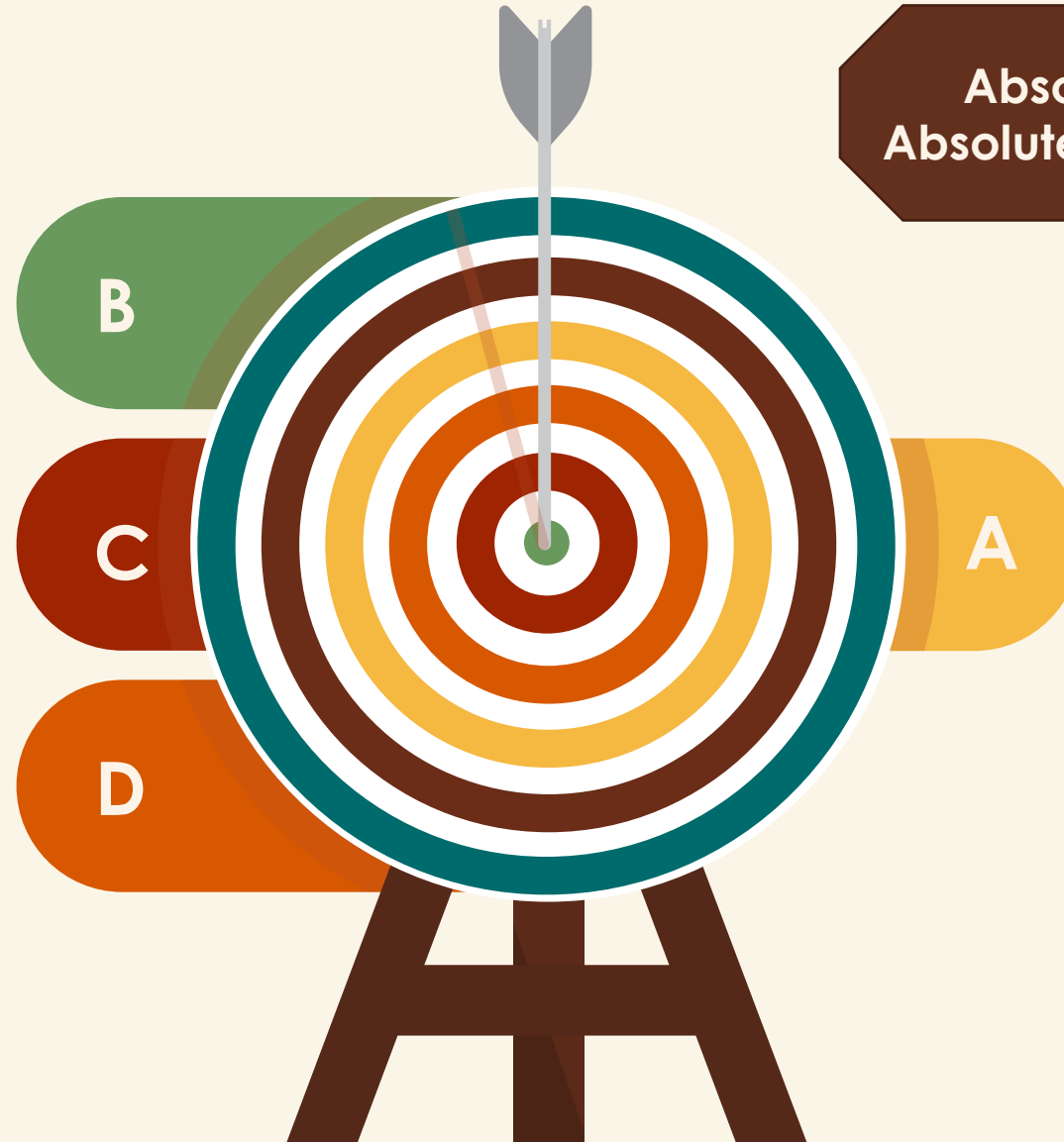
The number of capacity-building activities offered by the TEA for the SEA or LEA (e.g., trainings, technical assistance in areas related to Tribal history, language or culture).

## Capacity-building by the SEA Or LEA

The number of capacity-building activities offered by the SEA or LEA for the TEA (e.g., trainings, technical assistance in developing TEA capacity to administer and coordinate education programs).

## Education Programs

The number of education programs directly administered by the grantees.



**Absolute Priority 1: A**  
**Absolute Priority 2: B, C, & D**

## NEW TEA

The number of Tribes that create a TEA by the end of the grant period.

# STEP Project Measures

- Project measures are the objectives that each applicant writes and includes in their application specific to their project and goals.
- Each objective is required to be reported on each and every year of the grant.
- Typically, project objectives are reported as ratios.
- Think through how to write your project objectives to be reported on annually.
  - Ex. “Each year...” OR “By the end of the grant period...”

# Questions

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

<https://oese.ed.gov/offices/office-of-indian-education/state-tribal-education-partnership-step/applicant-information-state-tribal-education-partnership-step/>





# Application Requirements

For FY 2023 and any subsequent year in which we make awards from the list of unfunded applications from this competition, applicants must meet the following application requirements, which are from section 6132(d) of the ESEA (20 U.S.C. 7452) and from the [NFP](#).

# Application Requirements

Each application for funds must include the following:

- 1) Draft Written Agreement with Partners.
  - An applicant must provide a Draft Written Agreement (DWA) with the appropriate SEA and/or LEA partner(s). For applicants creating a new TEA, a DWA is only required with an LEA. For applicants expanding capacity for an early TEA, a DWA with both an SEA and LEA is required.
- 2) A statement describing the activities to be conducted, and the objectives to be achieved, under the grant.
- 3) A description of the method to be used for evaluating the effectiveness of the activities for which assistance is sought and for determining whether such objectives are achieved.

# More Application Requirements

Each application for funds must also include the following:

- 4) For TEA applicants, evidence of existing capacity as a TEA.
- 5) Evidence that the eligible applicant has consulted with other education entities, if any, within the territorial jurisdiction of the applicant that will be affected by the activities to be conducted under the grant.
- 6) A description of how the eligible applicant will consult with such other education entities in the operation and evaluation of the activities conducted under the grant.
- 7) Evidence that there will be adequate resources provided under this program or from other sources to complete the activities for which assistance is sought.



# What is a DWA?

## Draft Written Agreement

An unsigned written agreement with an attached letter of support from each SEA or LEA partner indicating each has reviewed the project plan and will finalize the DWA into an FWA within 120 days of grant award notification.

The DWA must include the following:

- 1) The roles and responsibilities for each partner.
- 2) An agreed-upon list of deliverables (Note: deliverables cannot be direct services to Indian students).
- 3) Identification of at least one point of contact for each partner.
- 4) A description of the resources each partner will contribute to the project (Note: resources do not need to be monetary or matching funds).



# Program Requirements – All Applicants

- **Hire Project Director within 60 Days**

- Grantees must hire a project director as soon as practicable, but no later than 60 days after the beginning of the performance period.

# Program Requirements – All Applicants

- **Final Written Agreement with Partners**

- Final written agreement (FWA) means a signed written agreement between the TEA and the SEA or LEA; the TEA and one or more LEAs; or the TEA and both an SEA and one or more LEAs, that documents the commitment and timeline of the agreeing partners to implement the terms and conditions specified in the DWA.
- Grantees must submit a final written agreement signed by all parties entering into the agreement within 120 days after receiving the grant award notification.

# More Program Requirements – For All

- **ISDEAA Statutory Hiring Preference**

- Awards that are primarily for the benefit of Indians are subject to the provisions of section 7(b) of the ISDEAA (Pub. L. 93–638). That section requires that, to the greatest extent feasible, a grantee--
  - Give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and
  - Give to Indian organizations and to Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in the award of contracts in connection with the administration of the grant.
- For purposes of this preference, an Indian is a is a member of any federally recognized Indian Tribe.



# **Program Requirements – For Absolute Priority 1**

- **Plan and Develop a TEA**

# Program Requirements – For Absolute Priority 2

- 1) Directly administer (as defined) education programs, including formula grant programs under the ESEA, consistent with State law and under a written agreement between the parties.
- 2) Build capacity to administer and coordinate such education programs, and to improve the relationship and coordination between the TEA and the SEA(s) and LEA(s) that educate students from the Tribe.

# More Program Requirements – For Absolute Priority 2

- 3) Receive training and support from the SEA(s) and LEA(s), in areas such as data collection and analysis, grants management and monitoring, fiscal accountability, and other areas as needed.
- 4) Train and support the SEA(s) and LEA(s) in areas related to Tribal history, language, and culture.
- 5) Build on existing activities or resources rather than replacing other funds.
- 6) Carry out other activities consistent with the purposes of the program.

# Important Definitions

(Please note that all definitions listed apply to this competition only)

## ***Directly administer***

Conducting, as the fiscal agent, SEA functions or LEA functions for education programs, including ESEA formula grant programs, consistent with State law and the FWA.

## ***Final written agreement (FWA)***

A signed written agreement between the TEA and the SEA or LEA; the TEA and one or more LEAs; or the TEA and both an SEA and one or more LEAs, that documents the commitment and timeline of the agreeing partners to implement the terms and conditions specified in the DWA.



# Important Definitions

## ***Indian Tribe***

A federally recognized Tribe or a State-recognized Tribe.

## ***Relevant outcome***

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

# Important Definitions

## ***Tribal consultation***

- 1) The SEA or LEA provides Tribes the opportunity for input;
- 2) The SEA or LEA considers and responds to the input from Tribal leaders or their officially designated proxies regarding an education program that affects the Tribal Nation or TEA; and
- 3) The partner Tribal Nation provides written confirmation that the consultation was meaningful and in good faith.

# Important Definitions

## ***Tribal education agency (TEA)***

The agency, department, or instrumentality of an Indian Tribe that is primarily responsible for supporting Tribal students' elementary and secondary education. This term also includes an agency, department, or instrumentality of more than one Tribe if the Tribes are in close geographic proximity or have cultural connections to each other and agree through joint Tribal government resolution to have a combined TEA.

# Important Definitions

## ***Underserved student***

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 student who is living in poverty or is served by schools with high concentrations of students living in poverty.
- A student who is a member of a federally recognized Indian Tribe.
- A disconnected youth.
- A technologically unconnected youth.
- A student experiencing homelessness or housing insecurity.
- A student performing significantly below grade level.



# Selection Criteria

Selection Criteria	Criteria Breakdown	Max Points
<p><b>a. Quality of project design</b> (30 points)</p> <p>The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:</p>	<ol style="list-style-type: none"><li>1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (Up to 10 points)</li><li>2) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (Up to 10 points)</li><li>3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in this notice), using existing funding streams from other programs or policies supported by community, state, and Federal resources. (Up to 10 points)</li></ol>	<p><b>30</b></p>

Selection Criteria	Criteria Breakdown	Max Points
<p><b>b. Quality of project services</b> (20 points)</p> <p>The Secretary considers the quality of the project services. In determining the quality of project services, the Secretary considers the following factors:</p>	<p>1) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 5 points)</p> <p>2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (Up to 15 points)</p>	<p><b>20</b></p>

Selection Criteria	Criteria Breakdown	Max Points
<p data-bbox="63 344 614 596"><b>c. Adequacy of Resources</b> (20 points)</p> <p data-bbox="63 696 907 1215">The Secretary considers the quality of the design of the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers:</p>	<p data-bbox="988 244 2147 554">1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (Up to 5 points)</p> <p data-bbox="988 625 1959 868">2) The extent to which the budget is adequate to support the proposed project. (Up to 10 points)</p> <p data-bbox="988 939 2160 1310">3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support. (Up to 5 points)</p>	<p data-bbox="2321 753 2384 801"><b>20</b></p>



Selection Criteria	Criteria Breakdown	Max Points
<p><b>d. Quality of the management plan</b> (20 points)</p> <p>The Secretary considers the quality of the management plan for the proposed project.</p>	<p>In determining the quality of the management plan for the proposed project, the Secretary considers the extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.</p>	<p><b>20</b></p>

Selection Criteria	Criteria Breakdown	Max Points
<p><b>e. Quality of project personnel</b> (10 points)</p> <p>The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:</p>	<ol style="list-style-type: none"> <li>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 1 point)</li> <li>2) The qualifications, including relevant training and experience, of the project director or principal investigator. (Up to 9 points)</li> </ol>	<p><b>10</b></p>

# Questions

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- We may not be able to answer all questions at this time.
- A recording of today's webinar will be posted on the STEP webpage.

<https://oese.ed.gov/offices/office-of-indian-education/state-tribal-education-partnership-step/applicant-information-state-tribal-education-partnership-step/>



The image features a light beige background with decorative orange and yellow geometric shapes in the corners. In the top right, there is a large orange triangle pointing downwards and to the left, with a yellow border. In the bottom left, there is a similar orange triangle pointing upwards and to the right, also with a yellow border. The text "Application Instructions" is centered in a bold, dark brown font.

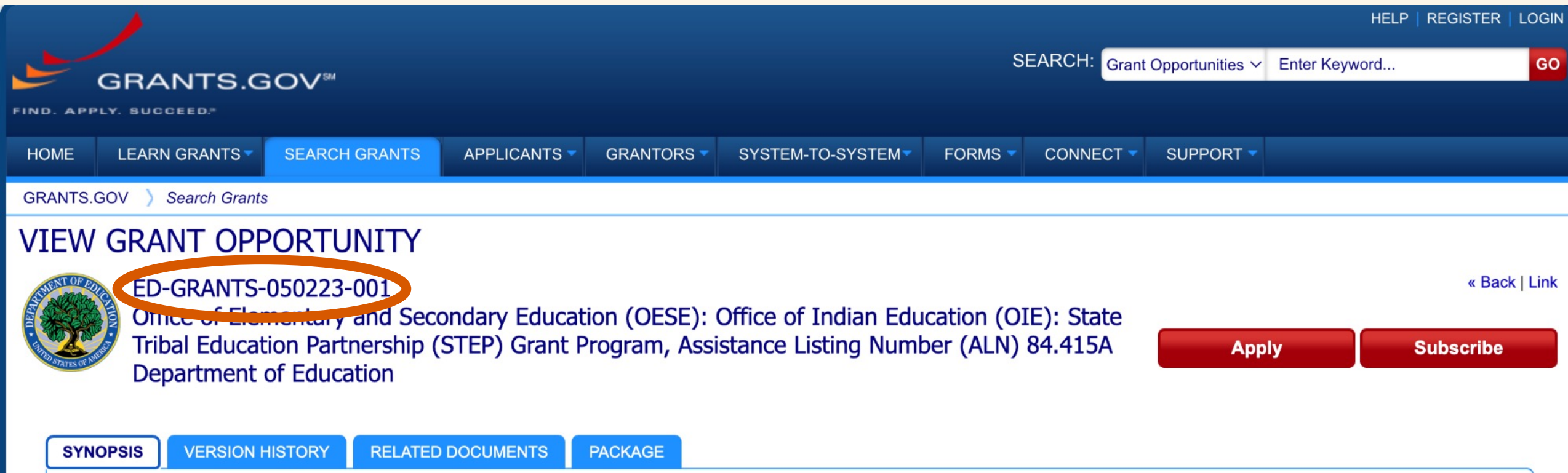
# Application Instructions

# STEP Application Package

The Application Instruction Package is your guide to all the required components of the application. It can be found here: <https://www.grants.gov/>

## ED Grant Opportunity Number: ED-GRANTS-050223-001

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



The screenshot displays the Grants.gov website interface. At the top, the Grants.gov logo is on the left, and navigation links for HELP, REGISTER, and LOGIN are on the right. A search bar is positioned in the top right corner. Below the header is a horizontal menu with various categories like HOME, LEARN GRANTS, SEARCH GRANTS, APPLICANTS, GRANTORS, SYSTEM-TO-SYSTEM, FORMS, CONNECT, and SUPPORT. The 'SEARCH GRANTS' option is highlighted. Below the menu, the breadcrumb trail shows 'GRANTS.GOV > Search Grants'. The main heading is 'VIEW GRANT OPPORTUNITY'. The grant number 'ED-GRANTS-050223-001' is prominently displayed and circled in orange. To the left of the text is the Department of Education seal. The grant description follows: 'Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): State Tribal Education Partnership (STEP) Grant Program, Assistance Listing Number (ALN) 84.415A Department of Education'. On the right side, there are 'Apply' and 'Subscribe' buttons. At the bottom, a row of buttons includes 'SYNOPSIS', 'VERSION HISTORY', 'RELATED DOCUMENTS', and 'PACKAGE'.

GRANTS.GOV [Search Grants](#)

## VIEW GRANT OPPORTUNITY

**ED-GRANTS-050223-001**

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): State Tribal Education Partnership (STEP) Grant Program, Assistance Listing Number (ALN) 84.415A  
Department of Education

« Back | [Link](#)

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# Department-Specific Application Guidance

Within both the FY 2023 STEP NIA and the Application Instructions Package, you will find reference to **Common Instructions for Applicants** to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045), and available at:

- <https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs>

The Common Instructions give detailed guidance on SAM and other common elements of the application.

# Electronic Application Checklist

## ***Part 1: Preliminary Documents***

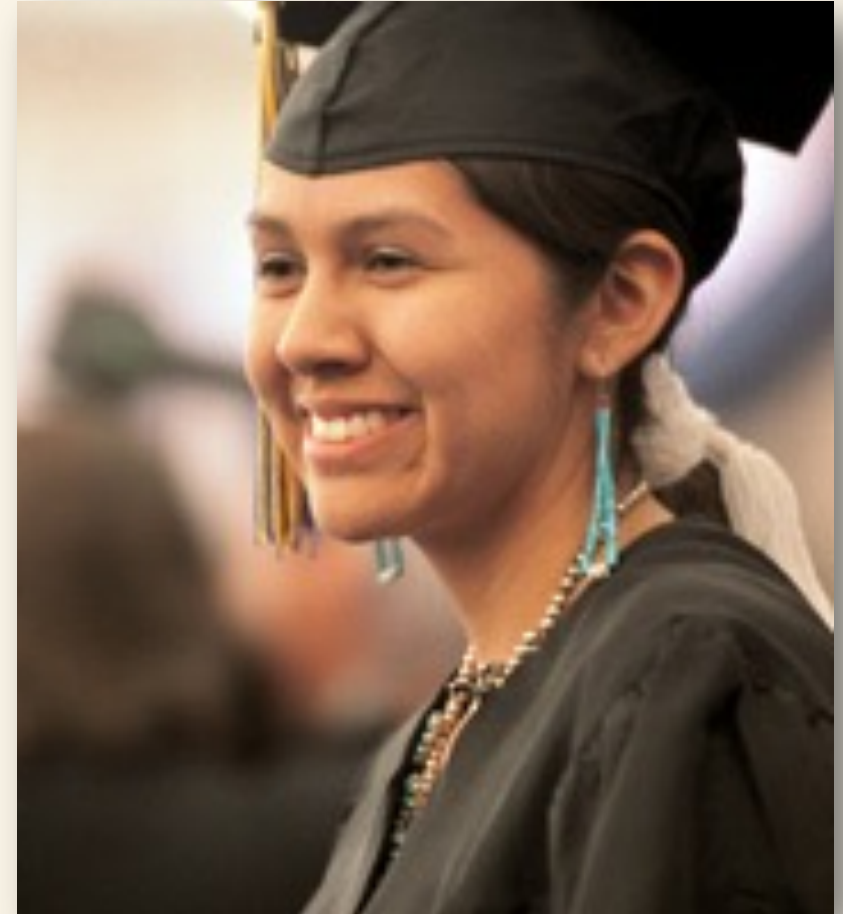
- ✓ Application for Federal Assistance (Form SF 424)
- ✓ ED Supplemental Information for SF 424

## ***Part 2: Budget Information***

- ✓ ED Budget Information Non-Construction Programs (ED Form 524)

## ***Part 3: ED Abstract Form***

- ✓ Project Abstract



# Electronic Application Checklist

## ***Part 4: Project Narrative***

- ✓ Project Narrative

## ***Part 5: Budget Narrative***

- ✓ Budget Narrative

## ***Part 6: Other Attachments***

- ✓ DWA
- ✓ Indirect Cost Rate Agreement (if applicable)
- ✓ Resumes
- ✓ Bibliography
- ✓ Signed Consortium Agreement (if applicable)





# Electronic Application Checklist

## ***Part 7: Assurances and Certifications***

- ✓ Disclosure of Lobbying Activities (SF LLL Form)
- ✓ Grants.gov Lobbying Form – “Certification Regarding Lobbying” (ED 80-0013 Form)
- ✓ General Education Provisions Act (GEPA) Requirements – Section 427



# Part 1: SF-424 Application for Federal Assistance Form


Standard form, includes corresponding instructions.

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

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

- G: Independent School District
- H: Public/State Controlled Institution of Higher Education
- I: Indian/Native American Tribal Government (Federally Recognized)
- J: Indian/Native American Tribal Government (Other than Federally Recognized)
- K: Indian/Native American Tribally Designated Organization
- L: Public/Indian Housing Authority
- M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)
- N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)
- O: Private Institution of Higher Education



# Part 1: ED Supplemental Information (SF-424)

Standard form, includes corresponding instructions.

## Part 2: Budget Form ED524

- Use ED Form 524 (Section A). Section B (non-federal funds are optional)
- Remember that you must provide all requested budget information for each of the **three or five years** of the project (depending on which absolute priority you are applying under) and the total column in order to be considered for Federal funding.
- No more than 5% of the funds awarded for a grant may be used for administrative costs.



U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Control  
Number: 1894-0008  
Expiration Date:  
09/30/2023

Name of Applicant Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
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 *Enter Rate Applied:								
11. Training Stipends								
12. Total Costs (lines 9-11)								

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No.
- (2) If yes, please provide the following information and provide a copy of your Indirect Cost Rate Agreement:  
Period Covered by the Indirect Cost Rate Agreement: From:  /  /  To:  /  /  (mm/dd/yyyy)  
Approving Federal agency: ☐ ED ☐ Other (please specify):  The Indirect Cost Rate is  %
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: ☐ Is included in your approved Indirect Cost Rate Agreement?  
Or ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %
- (6) For Training Rate Programs (check one) -- Are you using a rate that: ☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4)).

Make sure all  
budget  
information  
entered here  
matches with  
your submitted  
budget  
narrative.

# Part 5: Budget Narrative Attachment Form

- Budget Narrative serves as Section C of ED Form 524
- Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project (up to either 36 or 60 months)
- Review and edit to ensure the total funding listed each year in your budget narrative match the total amounts entered on the ED Form 524 (Part 2)
- Identify the nature and amount of the proposed expenditures
- Provide sufficient detail for readers to understand

# Supplement not Supplant Requirement

This program involves supplement-not-supplant funding requirements.

Under section 6132 of the ESEA (20 U.S.C. 7542), funds under this section must be used to supplement, and not supplant, other Federal, State, and local programs that meet the needs of Tribal students.

## Part 3: Abstract

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

- 1) Project Title: state the title of the proposed project
- 2) Institution: state the official name of the applicant's tribe, institution or entity
- 3) Eligibility: state the eligibility category the applicant meets
- 4) Partners: identify any SEA and/or LEA partners
- 5) Priorities: Indicate the absolute priority and which, if any, of the competitive priorities your project is addressing
- 6) A brief description of the proposed project goals and objectives.

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



# Part 4: Project Narrative Attachment Form

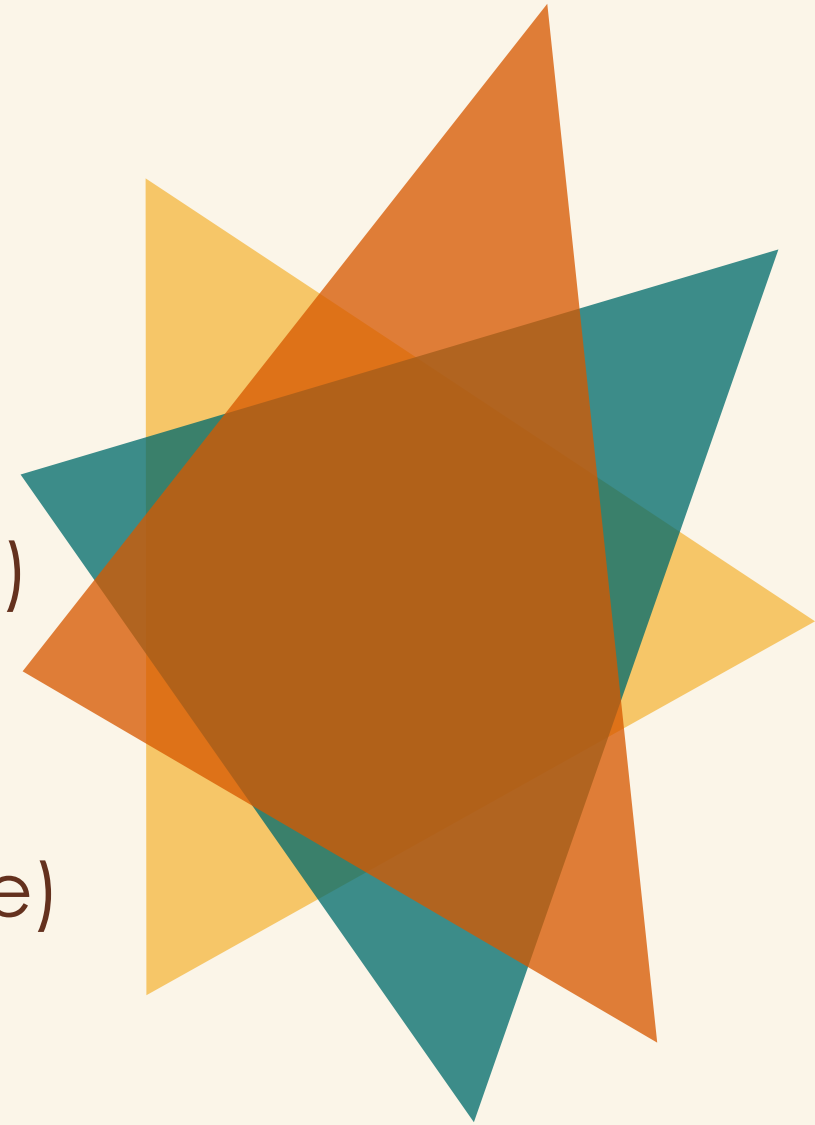
## Application Narrative

- ✓ No more than 30 pages
- ✓ Use the following standards:
  - ✓ A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
  - ✓ Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
  - ✓ Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
  - ✓ Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.



# Part 6: Other Attachments

- DWA (Draft Written Agreement)
- Resumes
- Indirect Cost Rate Agreement (if applicable)
- Bibliography
- Signed Consortium Agreement (if applicable)



# Part 7: Assurances and Certifications

- ❑ Disclosure of Lobbying Activities (SF LLL Form)- optional
- ❑ Grants.gov Lobbying Form – “Certification Regarding Lobbying” (ED 80-0013 Form)
- ❑ General Education Provisions Act (GEPA) Requirements – Section 427

# General Overview of GEPA Section 427

**Purpose:** To ensure equitable access to, and participation in, Federally-assisted programs for all beneficiaries.

**Section 427 highlights, but is not limited to, six barriers that can impede equitable access or participation:**

Gender

National origin

Disability

Race

Color

Age

An applicant must determine and define:

- The participants and community to serve
- The local circumstances
- Barriers that may inhibit participation

For more information on GEPA Section 427 visit: <https://oese.ed.gov/gepa/>



# GEPA Section 427 Standard Form Changes

Original Form	Updated Form
<ol style="list-style-type: none"><li>1. One overall general requirement</li><li>2. Flexibility to determine and define the barriers to “equitable access” and “equitable participation”</li><li>3. Discretion in how to describe plans to address the identified barriers</li><li>4. Description may be provided in a separate narrative or in connection with related topics in the application</li></ol>	<ol style="list-style-type: none"><li>1. Applicants respond to four questions with specificity</li><li>2. Flexibility to determine and define the barriers to “equitable access” and “equitable participation”</li><li>3. A timeline for meeting targeted milestones for removing identified barriers</li></ol>

# Updated GEPA Form Has Four Questions

**NOTICE TO ALL APPLICANTS:  
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM  
BENEFICIARIES**

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

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2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

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3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

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4. What is your timeline, including targeted milestones, for addressing these identified barriers?

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**Notes:**

Applicants must respond to each question on the standard form and submit the form with its grant application package or State plan.

For Grants.gov application submissions:

1. The updated form is integrated into Grants.gov and no longer needs to be uploaded as PDF.
2. The form is electronic and each text box response allows 4,000 characters.
3. An error message is received if a response is missing and the form can not be saved. (see next slide)

# Sample Error Message

SECTIONS:

Notice to All Applicants

Notes

Burden Statement

ED GENERAL EDUCATION PROVISIONS ACT (GEPA) 427 FORM  
Version 2.0

OMB Number: 1894-0005  
Expiration Date: 06/30/2023



Errors!

Check for Errors revealed the following errors:

- **Notice to All Applicants**
  - Ensure Equitable Access is required: Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
  - Barriers is required: Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries.
  - Steps is required: Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity.
  - Timeline is required: What is your timeline, including targeted milestones, for addressing these identified barriers.

## NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES:

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

\*

Ensure Equitable Access is required: Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

\*

SAVE

CHECK FOR ERRORS

CLOSE

# Grant Program Example

- **Grant Program Goal:** To provide *grants to alternative high schools, non-profit organizations, and combinations of those institutions* to provide academics and other support services to prepare low-income, first-generation college students, and other underrepresented students for a college education.
- **ED Strong Interest In:** Ensuring *low-income students, first-generation college students, students who are English learners, students with disabilities, homeless students, students who are in foster care, and other disconnected students*, receive the necessary support to assist them in successfully pursuing a college education.
- The several slides that follow provide an example response to each question on the new Section 427 form from a fictitious organization applying for federal funds.



# Question One – Response Example

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Our organization has a contract with the city to operate a non-traditional high school in the local YMCA. As **non-traditional**, we will **open earlier and remain open longer** than a regular high and be **open seven days a week** to work with students living on their own, students that are homeless, and students expelled from a regular high school. One of the goals of our organization is **to ensure homeless and other non-traditional students** are able to **obtain high school diplomas**.

# Question 2 – Response Example

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Based on the population that is currently served our organization has identified homeless status or housing insecurity, pregnancy, and language as potential barriers.

# Question 3 – Response Example

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

We intend to **offer core subjects of varying levels of math, reading, and science, several times throughout the day and evening** in small group settings so that registered students are able to attend classes needed to graduate. Daily attendance will be required although not at any set time. **Multi-lingual counselors will be on sight** at various times to regularly engage with each student. A **mobile health truck** will be onsite bi-weekly to address health and safety issues.

# Question 4 – Response Example

4. What is your timeline, including targeted milestones, for addressing these identified barriers?
- Extensive outreach through **posters and flyers posted at local community organizations and shops**, support from the YMCA patrons, mobile health van team, and our **counseling staff conducting daily foot patrols** within a specific perimeter and in the hangout areas of targeted youth in order to share information and recruit targeted population.
  - The **target population** assigned through the system such as juvenile courts will also **assist in the identification and recruitment** of the target population.
  - **Register five percent (50 students)** of the target population (as documented by local standard statistical references), for core classes **within 180 days** of the opening of the school year.

# GEPA Form Instructions

- Applicants may *identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.*
- Applicants are *not required to have mission statements or policies that align with equity* in order to submit an application.
- Applicants may have *already included some or all this required information in the narrative sections of their applications or their State Plans.* In responding to this requirement, for each question, applicants *may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.*



# GEPA Form Instructions continued

- Applicants must respond to each question using the associated text box. Each text box *allows approximately 4000 characters*; therefore, if copying and pasting into the text box from another document be sure to check that everything copied.
- Applicants should use the “*check for errors*” button before they save the form. Applicants will receive an error message if any response is missing and will not be able to submit the application due to the missing information.
- Applicants that have *already undertaken steps* to address barriers must *still provide an explanation and/or description of the steps* already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that *believe no barriers exist* must *still provide an explanation and/or description* to each question to *validate that perception*, as appropriate, to satisfy the GEPA Section 427 requirement.

# GEPA Section 427 Resources

- PDF version of Section 427 form and instructions (add website link)
- Computer-based training, [Ensuring Equitable Opportunities Under the GEPA Section 427](#)
- GEPA Section 427 form Frequently Asked Questions (FAQs)
- The Department of Education Equity Action Plan at [ED.gov/equity](#)
- Comments or concerns regarding the status of your individual form may be addressed to the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications.

# Application Requirements: Where in the Application to Address Them

FY 2023 STEP Application Requirement	Include a summary in Application Abstract	Include full explanation in Application Project Narrative	Upload Separate Attachment, consistent with Grants.gov file format guidelines
Draft Written Agreement with Partners An applicant must provide a Draft Written Agreement (DWA) with the appropriate SEA and/or LEA partner(s). For applicants creating a new TEA, a DWA is only requested with an LEA. For applicants expanding capacity for an early TEA, a DWA with both an SEA and LEA is required.			
A statement describing the activities to be conducted, and the objectives to be achieved, under the grant.		Applicants may address these under Project Evaluation sub-criterion (2), Quality of Management Plan sub-criterion (1), Quality of the Project Design sub-criterion (1)	
For TEA applicants, evidence of existing capacity as a TEA.		Applicants may address these under Quality of Management Plan, sub-criterion (3), Quality of Project Design sub-criterion (2)	



# Application Requirements: Where in the Application to Address Them

FY 2023 STEP Application Requirement	Include a summary in Application Abstract	Include full explanation in Application Project Narrative	Upload Separate Attachment, consistent with Grants.gov file format guidelines
A description of the method to be used for evaluating the effectiveness of the activities for which assistance is sought and for determining whether such objectives are achieved.		Applicants can address these in the Quality of Project Design sub-criterion (1)	
Evidence that the eligible applicant has consulted with other education entities, if any, within the territorial jurisdiction of the applicant that will be affected by the activities to be conducted under the grant.		Applicants can address these in the Narrative	

# Application Requirements: Where in the Application to Address Them

FY 2023 STEP Application Requirement	Include a summary in Application Abstract	Include full explanation in Application Project Narrative	Upload Separate Attachment, consistent with Grants.gov file format guidelines
A description of how the eligible applicant will consult with such other education entities in the operation and evaluation of the activities conducted under the grant.		Applicants may address these under Quality of Project Design, sub-criterion (3), and Quality of Project Services sub-criterion (2)	
Evidence that there will be adequate resources provided under this program or from other sources to complete the activities for which assistance is sought.		Applicants may address this under Quality of Project Services sub-criterion (1), and Quality of the Management Plan sub-criterion (1)	

# Eligibility Screening and Peer Review Panel

- Applications will be screened for eligibility.
- Notice of ineligibility will be sent by email.
- All eligible applications will be reviewed by a peer review panel.
- Independently read and scored by three peer reviewers
- Panel Discussion
- Ranking order of average final scores by OIE
- Two slates (one for each priority)
- Compressed review window – help the reviewers with clear applications

# Application Deadline



July 3, 2023  
11:59:59 p.m. Eastern Time



# Review of Resources

# General Tips

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

# SAM.gov Tips

- **REGISTER /CONFIRM UPDATED REGISTRATION IN SAM EARLY!**
- Primary information about SAM is available at [www.sam.gov](http://www.sam.gov)
- User guides, demonstration videos and other helpful guidance on SAM registration is available at:  
<https://www.sam.gov/SAM/pages/public/help/samQUserGuides.jsf>

# Grants.gov Submission Problems - Tips

## *What should you do?*

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

- Phone: 1-800-518-4726
- Email: [support@grants.gov](mailto:support@grants.gov)
- Access the Grants.gov Self-Service Knowledge Base web portal:
  - <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>

For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this Grants.gov link:

<http://www.grants.gov/web/grants/applicants/applicant-faqs.html>



# Resources

- Pre-Application Webinars:
  - Webinar #1: May 17 from 3:30 to 5:00 p.m. ET
  - Webinar #2: June 1 from 3:30 to 5:00 p.m. ET
- Any updates will be provided on the STEP program web page
  - <https://oese.ed.gov/offices/office-of-indian-education/state-tribal-education-partnership-step/applicant-information-state-tribal-education-partnership-step/>

# Resources



## OFFICE OF Elementary & Secondary Education

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[OESE](#) » [OFFICES/PROGRAMS BY OFFI...](#) » [OFFICE OF INDIAN EDUCATI...](#) » [STATE TRIBAL EDUCATION P...](#) » [HOW TO APPLY](#)

## How To Apply

The fiscal year 2023 notice inviting applications for the State Tribal Education Partnership discretionary grant program competition [is available here](#).

### Important Dates:

*Applications Available:* May 2, 2023

*Deadline for Notice of Intent to Apply:* June 1, 2023

*Date of Pre-Application Webinar #1:* May 17, 2023

*Date of Pre-Application Webinar #2:* June 1, 2023

*Deadline for Transmittal of Applications:* July 3, 2023

*Deadline for Intergovernmental Review:* August 30, 2023

Ask to be added to the OIE Listserv to receive OIE program updates, key dates and deadlines, etc.:  
[indianeducation@ed.gov](mailto:indianeducation@ed.gov)

### State Tribal Education Partnership (STEP)

[2021 Tribal Consultations](#)[Eligibility & Funding Status](#)[How To Apply](#)[Grants Awarded](#)[Legislation, Regulation and Guidance](#)[Technical Assistance Resources](#)

# Resources

- **Notice Inviting Applications: May 2, 2023**
- Application Package:
  - <https://www.grants.gov/web/grants/search-grants.html>
  - [www.grants.gov](http://www.grants.gov)
  - **STEP Funding Opportunity Number:**  
**ED-GRANTS-050223-001**
- System for Awards Management: [www.sam.gov](http://www.sam.gov)

# More Resources

- You may access requirements from 2 CFR part 200, generally known as the *Uniform Guidance*, at:
  - <https://ecfr.federalregister.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>
- <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>
- <https://www2.ed.gov/documents/funding-101/funding-101-basics.pdf>



# Circles of Reflection for the STEP Grant Overview

- **First Circle** - Tribal participants provide their perspectives on current education efforts that relate to the STEP grant priorities.
- **Second Circle** – The Tribe invites local education agencies (LEAs) and state education agency (SEA) staff who will be partners on the STEP grant to discuss the Tribe's reflections from the First Circle. The group expands on the insights and activities and determines the priority level for each topic.
- **Third Circle** - Participants from the prior Circles review all the information and decide on activities for the STEP grant application based on the high-priority topics established in the Second Circle.

# Materials and Resources

- **Overview of Circles of Reflection for the STEP Grant** – description of the process
- **Facilitation Guide** - step-by-step instructions on how to go through the process
- **Reflection Questions Worksheet** - guide for discussing past or present activities or future ideas that might be included in your STEP grant application
- **Third Circle STEP Grant Planning Worksheet** – guide for considering activities to include in your STEP grant application
- **Resource Bank** – repository of research-based tools and materials

# Support/What's Next?

- Visit the National Comprehensive Center's website and check out the materials

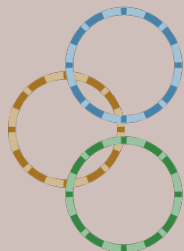
<https://compcenternetwork.org/resources/resource/8164/circles-reflection-step-grant>

- Training on how to use *Circles of Reflection* for the STEP Grant, coming soon



Native Education  
Collaborative

Connecting Partners | Cultivating Resources



Circles of  
Reflection



# More Resources- Logic Model

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



# Tutorials and Webinar Recording

- Video tutorials
  - <https://www.grants.gov/web/grants/applicants/applicant-training.html>
- Recordings of both pre-application webinars are available at
  - <https://oese.ed.gov/offices/office-of-indian-education/state-tribal-education-partnership-step/applicant-information-state-tribal-education-partnership-step/>

# Contact Us

- *STEP Program Lead and Competition Manager*
  - Donna Bussell
    - Email: [donna.bussell@ed.gov](mailto:donna.bussell@ed.gov)
- Discretionary Programs Group Lead
  - Donna Sabis-Burns
    - Email: [donna.sabis-burns@ed.gov](mailto:donna.sabis-burns@ed.gov)

NIA Link: <https://www.govinfo.gov/content/pkg/FR-2023-05-02/pdf/2023-09200.pdf>





**THANK  
YOU**