

**U.S. Department of Education
Office of Vocational and Adult Education
Washington, D.C. 20202-6200**

FISCAL YEAR 2006

**Native Hawaiian Career and
Technical Education Program
Application for Grants**



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Dear Colleague:

Thank you for your interest in the Native Hawaiian Career and Technical Education Program (NHCTEP), administered by the Office of Vocational and Adult Education, U.S. Department of Education. The NHCTEP is authorized under Section 116 of the Carl D. Perkins Career and Technical Education Act of 2006. A copy of the Notice Inviting Applications (NIA) for new awards for Fiscal Year (FY) 2006 and the authorizing statute are provided in the application package.

The purpose of the NHCTEP is to improve career and technical education programs that are consistent with the purposes of Carl D. Perkins Career and Technical Education Act of 2006 and that benefit Native Hawaiians. The NIA, provided in the package, provides the selection criteria that will be used in evaluating applications. Please review the application package, including the NIA and all documents, thoroughly.

Applications for grants under this program may be submitted electronically using the Grants.gov Apply site (Grants.gov), or in paper format by mail or hand delivery. Your participation in Grants.gov is voluntary. For information (including dates and times) concerning how to submit your application electronically, or by mail or hand delivery, please refer to section IV. (6) Other Submission Requirements in the NIA.

The Department will award discretionary grants on a competitive basis for a project period of up to two (2) years. We expect to award grants in September 2007. Please visit our program website at <http://www.ed.gov/programs/ctenhvep/index.html> for further information. If you have any questions about the program after reviewing the application package, please contact Nancy Essey at (202) 245-7789 or by e-mail at nancy.essey@ed.gov.

Again, thank you for your interest. We look forward to receiving your application and appreciate your desire to meet the educational needs of Native Hawaiian students through this program.

Nancy Essey
Program Officer
Native Hawaiian Career and
Technical Education Program

PROGRAM INFORMATION

The Native Hawaiian Career and Technical Education Program (NHCTEP) is authorized by section 116 of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) (20 U.S.C.A. 2301 *et seq.*). The NHCTEP awards grants to improve career and technical education programs that are consistent with the purposes of Carl D. Perkins Career and Technical Education Act of 2006 and that benefit Native Hawaiians.

Applicable Regulations

The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 81, 82, 84, 85, 86, 97, 98, and 99.

Statutory Changes Affective the NHCTEP

(a) Community-based organizations. Under the previous authority for this program, section 116(h) of the 1998 Perkins Act (Perkins III), the Secretary awarded grants or entered into contracts with organizations primarily serving and representing Native Hawaiians that were recognized by the Governor of the State of Hawaii to plan, conduct, and administer programs, or portions thereof, authorized by and consistent with the provisions of Perkins III. Under the new program authority, in section 116(h) of Perkins IV, the Secretary awards grants or enters into contracts with community-based organizations primarily serving and representing Native Hawaiians to plan, conduct, and administer programs, or portions thereof, that are authorized by and consistent with the provisions of section 116 of the Act for the benefit of Native Hawaiians. As a result of this change, the Secretary will be making multiple grant awards in FY 2007, rather than making a single award; FY 2007 awards will be made only to community based organizations; and the Governor of the State of Hawaii will not have a role in determining which community based organizations receive NHCTEP awards.

(b) Purpose. In the Act, Congress has expanded and added elements to the statement of purpose, most significantly by stating that, among other statutory purposes, programs should build on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including in preparation for high-skill, high-wage, or high-demand occupations in emerging or established professions. (20 U.S.C. 2301(1)) Congress also has added to the statement of purpose the requirement that programs provide technical assistance that promotes leadership, initial preparation, and professional development, and improves the quality of, career and technical education teachers, faculty, administrators, and counselors. (20 U.S.C. 2301(5)) Additionally, the Act's purpose section has been amended to include supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree-granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries, as well as providing individuals with opportunities throughout their lives to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive. (20 U.S.C. 2301(6) and (7))

(c) Definitions. In the Act, Congress has amended the definitions of certain terms that affect NHCTEP. Most significantly, the term “career and technical education” has replaced the term “vocational and technical education” throughout the Act. Thus, in the Notice Inviting Applications (NIA), we use the term “career and technical education.” Moreover, under the new definition of career and technical education, the sequence of courses provided as part of a career and technical education program must provide students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. (20 U.S.C. 2302(5)(A)(i)) Under section 8(e) of the Act, for secondary programs, “coherent and rigorous content” is determined in a manner consistent with section 1111(b)(1)(D) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). (20 U.S.C. 2306a)

(d) Special Populations. Paragraph (F) of the definition of "Special Populations" in section 3(29) of the Act uses the term "individuals with limited English proficiency" instead of the phrase "individuals with other barriers to educational achievement, including individuals with limited English proficiency" that was used in Perkins III. (20 U.S.C. 2302(29)(F)) Although the Act no longer includes, within the definition of “special populations,” the phrase “individuals with other barriers to educational achievement,” under section 324 of the Act, NHCTEP students with other barriers to educational achievement may receive assistance for tuition and fees, dependent care, transportation, books, and supplies that are necessary for a student to participate in a project funded under this program. (20 U.S.C. 2414(b))

Note: Refer to the Direct assistance to students and Student stipends sections of the NIA for guidance on providing financial assistance for tuition, dependent care, transportation, books, supplies, and stipends.

PROGRAM CONTACT

If you have any questions about the program after reviewing the application package, please contact Nancy Essey at (202) 245-7789 or by email at nancy.essey@ed.gov. Information on the NHCTEP is also available on our website at <http://www.ed.gov/programs/ctenhvep/applicant.html>.

ELIGIBLE APPLICANTS

The following entities are eligible for an award under the NHCTEP:

For purposes of the NHCTEP, community-based organizations primarily serving and representing Native Hawaiians means public or private nonprofit organizations of demonstrated effectiveness that are representative of the Native Hawaiian community or significant elements of that community and that provide educational or related services to individuals in the Native Hawaiian community. (20 U.S.C. 2326(h); 7801(6))

Cost Sharing or Matching: This program does not involve cost sharing or matching requirements, but does involve supplement-not-supplant funding provisions.

Type of Awards: Discretionary grants

Estimated Available Funds: \$2,955,000 for the first 12 months of the 24-month project period. Funding for the second year is subject to the availability of funds and to a grantee meeting the requirements of 34 CFR 75.253.

Estimated Range of Awards: \$250,000-\$500,000

Estimated Average Size of Awards: \$295,600.

Estimated Number of Awards: 10.

Project Period: Up to 24 months.

Note: The Department is not bound by any estimates in this notice.

Deadline for Transmittal of Applications: (INSERT DATE 30 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER)

SELECTION CRITERIA

The selection criteria for this program follow below. The maximum score for each criterion and for each factor is indicated in parentheses. The maximum total score for these selection criteria is 110 points.

(a) Quality of the project design. (35 points) In determining the quality of the design of the proposed project, we consider the following factors:

- (1) The extent to which the design of the proposed project is appropriate to and will successfully address the needs of the target population or other identified needs (as evidenced by data such as local labor market demand, occupational trends, and surveys). (5 points)
- (2) The extent to which goals, objectives, and outcomes are clearly specified and measurable (for example, we look for clear descriptions of proposed student career and technical education activities; recruitment and retention strategies; expected enrollments, completions, and student placements in jobs, military specialties, and continuing education/training opportunities; the number of teachers, counselors, and administrators to be trained; and identification of requirements for each program of study to be provided under the project, including related training areas and a description of performance outcomes). (10 points)
- (3) The extent to which the proposed project will establish linkages with other appropriate agencies (e.g. community, State, and other Federal resources) and organizations providing services to the target population in order to improve services to students and strengthen the proposed project. (5 points)
- (4) The extent to which the services to be provided by the proposed project will create

and offer activities that focus on improving the skills necessary to gain employment in high-skill, high-wage, and high-demand occupations, in emerging fields, or in a specific career field. (5 points)

(5) The extent to which the services proposed in the project will create opportunities for students to acquire skills identified by the State at the secondary level or by industry-recognized career and technical education programs for licensure, degree, certification, or as required by a career or profession. (5 points)

(6) The extent to which the project will provide opportunities for high-quality training or professional development services that—

(i) Are of sufficient quality, intensity, and duration to lead to improvements in practice among instructional personnel;

(ii) Will improve and increase instructional personnel's knowledge and skills to help students meet challenging and rigorous academic and career and technical skill proficiencies;

(iii) Will advance instructional personnel's understanding of effective instructional strategies that are supported by scientifically-based research; and

(iv) Include professional development plans that clearly address ways in which learning gaps will be addressed and how continuous review of performance will be conducted to identify training needs. (5 points)

(b) Quality of the management plan. (15 points) In determining the quality of the management plan for the proposed project, we consider the following factors:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and the milestones and performance standards for accomplishing project tasks. (5 points)

(2) The extent to which the time commitments of the project director and other key project personnel, including instructors, are appropriate and adequate to meet the objectives of the proposed project. (5 points)

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (5 points)

(c) Quality of project personnel. (25 points) In determining the quality of project personnel, we consider the following factors:

(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. (5 points)

- (2) The qualifications, including relevant training, expertise, and experience, of the project director. (5 points)
- (3) The qualifications, including relevant training, expertise, and experience, of key project personnel, especially the extent to which the project will use instructors who are certified to teach in the field in which they will provide instruction. (10 points)
- (4) The qualifications, including training, expertise, and experience, of project consultants. (5 points)

(d) Adequacy of resources. (15 points) In determining the adequacy of resources for the proposed project, we consider the following factors:

- (1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization(s) and the entities to be served, including the relevance and demonstrated commitment (e.g., articulation agreements, memoranda of understanding, letters of support, or commitments to employ project participants) of the applicant, local employers, or entities to be served by the project. (5 points)
- (2) The extent to which the budget is adequate and costs are reasonable in relation to the objectives and design of the proposed project. (5 points)
- (3) The potential for continued support of the project after Federal funding ends. (5 points)

(e) Quality of the project evaluation. (20 points) In determining the quality of the evaluation, we consider the following factors:

- (1) The extent to which the methods of evaluation proposed by the grantee are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)
- (2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and the performance measures discussed elsewhere in this notice and will produce quantitative and qualitative data, to the extent possible. (5 points)
- (3) The extent to which the methods of evaluation will provide performance feedback and continuous improvement toward achieving intended outcomes. (5 points)
- (4) The quality of the proposed evaluation to be conducted by an external evaluator with the necessary background and technical expertise to carry out the evaluation. (5 points)

Authorized Programs

Under section 116(e) of the Act, educational programs, services, and activities funded under NHCTEP must support and help to improve career and technical education programs. (20 U.S.C. 2326(e)). This requirement, along with the statutory definition of career and technical education, aligns NHCTEP with other programs authorized under the Act that require grantees to offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. (20 U.S.C. 2302(5)) Under section 116(h) of the Act, eligible community-based organizations receive NHCTEP grants to plan, conduct, and administer programs, or portions thereof, that are consistent with the purposes of section 116 of the Act, for benefit of Native Hawaiians.

Under this competition the Secretary awards grants to carry out projects that—

- (1) Provide organized educational activities offering a sequence of courses that—
 - (i) provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
 - (ii) provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
 - (iii) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Projects may include prerequisite courses (other than remedial courses) that meet the definitional requirements of section 3(5)(A) of the Act. (20 U.S.C. 2302(5)(A)) In addition, at the secondary level, coherent and rigorous academic curriculum must be aligned with challenging academic content standards and student achievement standards in reading/language arts and mathematics that the State in which the applicant is located has established under the ESEA. Contacts for State NCLB programs may be found on the Internet at www.ed.gov/about/contacts/State/index.html.

- (2) Develop new programs, services, or activities or improve or expand existing programs, services, or activities that are consistent with the purposes of the Act. In other words, the Department will support “expansions” or “improvements” that include, but are not necessarily limited to, the expansion of effective programs or practices; upgrading of activities, equipment, or materials; increasing staff capacity; adoption of new technology; modification of curriculum; or implementation of new policies to improve program effectiveness and outcomes.
- (3) Funds a career and technical education program, service, or activity that—

- (i) Is a new program, service, or activity that was not provided by the applicant during the instructional term (a defined period, such as a semester, trimester, or quarter, within the academic year) that preceded the request for funding under NHCTEP;
- (ii) Will improve or expand an existing career and technical education program; or
- (iii) Inherently improves career and technical education.

Note: A program, service, or activity “inherently improves career and technical education” if it—

- (a) Develops new career and technical education programs of study that will be approved by the appropriate accreditation agency;
- (b) Strengthens the rigor of the academic and career and technical components of funded programs;
- (c) Uses curriculum that is aligned with industry-recognized standards and will result in students attaining industry-recognized credentials, certificates, or degrees;
- (d) Integrates academics (other than remedial courses) with career and technical education programs through a coherent sequence of courses to ensure learning in the core academic and career and technical subjects;
- (e) Links career and technical education at the secondary level with career and technical education at the postsecondary level and facilitates students' pursuit of a baccalaureate degree;
- (f) Expands the scope, depth, and relevance of curriculum, especially content that provides students with a comprehensive understanding of all aspects of an industry and a variety of hands-on, job-specific experiences; and
- (g) Offers—
 - (1) Work-related experience, internships, cooperative education, school-based enterprises, entrepreneurship, community service learning, and job shadowing that are related to career and technical education programs;
 - (2) Coaching/mentoring, support services, extra help for students after school, on the weekends, and/or during the summers so they can meet higher standards;
 - (3) Career guidance and academic counseling for students participating in career and technical education programs under NHCTEP;
 - (4) Placement services for students who have successfully completed career and technical education programs and attained a technical skill proficiency that is aligned with industry-recognized standards;

- (5) Professional development programs for teachers, counselors, and administrators;
- (6) Strong partnerships among grantees and local educational agencies, postsecondary institutions, community leaders, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, parents, and local partnerships, to enable students to achieve State academic standards and career and technical skills;
- (7) The use of student assessment and evaluation data to improve continually instruction and staff development; or
- (8) Research, development, demonstration, dissemination, evaluation and assessment, capacity-building, and technical assistance related to career and technical education programs

Reporting Requirements

At the end of your project period, you must submit a final performance report, including financial information. If you receive a multi-year award, you must submit a semi-annual performance report and an annual performance report that provides the most current performance and financial expenditure information

We strongly encourage grantees to submit their reports through e-Reports, the Department's electronic performance reporting initiative.

Definitions

Acute economic need means an income that is at or below the national poverty level according to the latest available data from the Department of Commerce or the Department of Health and Human Services Poverty Guidelines.

Career and technical education means organized educational activities that—

- (a) Offer a sequence of courses that—
 - (1) Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
 - (2) Provides technical skills proficiency, an industry-recognized credential, a certificate, or an associate degree;
 - (3) May include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

- (4) Includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Coherent sequence of courses means a series of courses in which career and academic education is integrated, and that directly relates to, and leads to, both academic and occupational competencies. The term includes competency-based education and academic education, and adult training or retraining, including sequential units encompassed within a single adult retraining course, that otherwise meets the requirements of this definition.

Direct assistance to students means tuition, dependent care, transportation, books, and supplies that are necessary for a student to participate in a project funded under this program. (20 U.S.C. 2414 (a)(b)(2))

Individual with a disability means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

Individual with limited English proficiency means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—

(a) Whose native language is a language other than English; or

(b) Who lives in a family or community environment in which a language other than English is the dominant language. (20 U.S.C. 2302(16))

Native Hawaiian means any individual any of whose ancestors were natives, prior to 1778, of the area, which now comprises the State of Hawaii.

Non-traditional fields means occupations or fields of work, including careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Special populations means—

- (a) Individuals with disabilities;
- (b) Individuals from economically disadvantaged families, including foster children;
- (c) Individuals preparing for non-traditional fields;
- (d) Single parents, including single pregnant women;
- (e) Displaced homemakers; and
- (f) Individuals with limited English proficiency.

Stipend means a subsistence allowance for a student that is necessary for the student to participate in a project funded under this program.

Support services means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Government Performance and Results Act (GPRA)

Under the Government Performance and Results Act of 1993 (GPRA), Federal departments and agencies must clearly describe the goals and objectives of their programs, identify resources and actions needed to accomplish these goals and objectives, develop a means of measuring progress made, and regularly report on their achievement. One important source of program information on successes and lessons learned is the project evaluation conducted under individual grants. The Department developed the following core factors and measures for evaluating the overall effectiveness of the Native Hawaiian Career and Technical Education Program and projects supported under this competition. Consequently, we advise an applicant for a grant under this program to give careful consideration to these core factors and measures.

- (a) Number of projects. The number of secondary, postsecondary, and adult programs that—
 - (1) Apply industry-recognized skill standards so students can earn skill certificates in those projects; and
 - (2) Offer skill competencies, related assessments, and industry-recognized skill certificates in secondary and postsecondary institutions.

- (b) Secondary Projects. The percentage of participating secondary career and technical education students who —
 - (1) Meet or exceed proficiency standards in reading/language arts and mathematics;
 - (2) Attain a secondary school diploma or its State-recognized equivalent, or a proficiency credential in conjunction with a secondary school diploma;
Attain career and technical education skill proficiencies aligned with industry-recognized standards;
 - (3) Are placed in postsecondary education, advanced training, military service, or employment in high-skill, high-wage, and high-demand occupations or in current or emerging occupations.

- (c) Postsecondary Projects. The percentage of participating postsecondary students in career and technical education programs who—
 - (1) Receive postsecondary degrees, certificates, or credentials;
 - (2) Attain career and technical education skill proficiencies aligned with industry-recognized standards;
 - (3) Receive industry-recognized credentials, certificates, or degrees;
 - (4) Are retained in postsecondary education or transfer to a baccalaureate degree program; and
 - (5) Are placed in military service or apprenticeship programs, or are placed in

employment, receive an employment promotion, or retain employment.

(d) Adult Projects. The percentage of participating adult career and technical education students who—

- (1) Enroll in a postsecondary education or training program;
- (2) Attain career and technical education skill proficiencies aligned with industry-recognized standards;
- (3) Receive industry-recognized credentials or certificates, or degrees; and
- (4) Are placed in employment, receive an employment promotion, or retain employment.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1830-NEW. The time required to complete this information collection is estimated to average 120 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Office of Vocational and Adult Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Potomac Center Plaza, Room 11070, Washington, D.C. 20202-4651.

Legal and Regulatory Documents

Application Notice (To Be Inserted)

Program Statute

SEC. 116. <<NOTE: 20 USC 2326.>> NATIVE HAWAIIAN PROGRAMS.

``(a) Definitions.--In this section:

``(1) Alaska native.--The term `Alaska Native' means a Native as such term is defined in section 3 of the Alaska Native Claims Settlement Act (43 U.S.C. 1602).

``(2) Bureau-funded school.--The term `Bureau-funded school' has the meaning given the term in section 1141 of the Education Amendments of 1978 (25 U.S.C. 2021).

``(3) Indian, Indian tribe, and tribal organization.--The terms `Indian', `Indian tribe', and `tribal organization' have the meanings given the terms in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b).

``(4) Native Hawaiian.--The term `Native Hawaiian' means any individual any of whose ancestors were natives, prior to 1778, of the area which now comprises the State of Hawaii.

``(5) Native Hawaiian organization.--The term `Native Hawaiian organization' has the meaning given the term in section 7207 of the Native Hawaiian Education Act (20 U.S.C. 7517).