

**U.S. Department of Education
Office of Elementary and Secondary Education
Office of Indian Education
Washington, D.C. 20202-6200**

Fiscal Year 2021

**Application for New Grants Under
the Indian Professional Development Program**

CFDA 84.299B



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[Note: Please do not return the completed application to this address.]

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OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

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United States Department of Education



Dear Colleague:

Thank you for your interest in the Indian Education Professional Development Grant program, administered by the Office of Elementary and Secondary Education of the U.S. Department of Education (Department). This document includes information for applicants seeking funding for new grant projects in Fiscal Year 2021 under the Indian Education Professional Development Program, authorized under Title VI of the Elementary and Secondary Education Act of 1965, as amended. The purposes of the Professional Development Program that are relevant to this competition are to increase the number of qualified Indian individuals in professions that serve Indians, and to provide training to qualified Indian individuals to become teachers and administrators.

This competition contains two absolute priorities and four competitive preference priorities. Please take the time to review the applicable priorities, selection criteria, and all the application instructions. An application will not be evaluated for funding if the applicant does not comply with all the procedural rules that govern the submission of the application or the application does not contain the information required under the program ([34 CFR 75.216](#) (b) and (c)).

If you are new to or would like a refresher on applying to a grant at the Department, please review our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on February 13, 2019 (84 FR 3768), and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf.

To apply for this competition please use the government-wide website, <http://www.grants.gov>. We encourage that early in the process of compiling an application for submission you familiarize yourself with Grants.gov and register or identify who has access to your entity's registration within your entity and become a user or clarify roles for submitting application using grants.gov. We recommend that you submit early. To submit successfully, you must provide the Data Universal Numbering System (DUNS) number on your application that was used when you, or someone in your entity, registered as an Authorized Organization Representative (AOR) on Grants.gov. This DUNS number is typically the same number used when your organization registered with the **System for Award Management (SAM)** (www.sam.gov). If you do not enter the same DUNS number on your application as the DUNS you registered with, Grants.gov will reject your application.

Please note, the narrative portion of an application must be submitted using either read-only, flattened Portable Document Format (PDF) or a Microsoft Word document. Please see related instructions within this application package.

Using Fiscal Year (FY) 2021 funds, the Department expects to **award \$7.8 million** for new grants under this competition. We will award discretionary grants on a competitive basis for a project period of up to 60 months; we will award grants for an initial period of not more than three years

and may renew such grants for an additional period of not more than two years if we find that the grantee is achieving the objectives of the grant. Grants are expected to be awarded by June 30, 2021.

Please visit our program website at <https://www2.ed.gov/about/offices/list/oese/oie/index.html> for further information. If you have any technical questions about the program after reviewing the application package, please contact Angela Hernandez by telephone at 202-205-1909 or via e-mail at Angela.Hernandez@ed.gov.

Donna Sabis-Burns
Office of Indian Education
Group Leader

I. Program Background Information

Program Overview

The purposes of the Indian Education Professional Development Grants program that are relevant to this competition are to increase the number of qualified Indian individuals in professions that serve Indians, and to provide training to qualified Indian individuals to become teachers and administrators.

Eligible Applicants

Eligible applicants include an Institute of Higher Education (IHE) or a Tribal College or University (TCU); a State educational agency in consortium with an IHE or a TCU; a local educational agency in consortium with an IHE or a TCU; an Indian Tribe or Indian organization in consortium with an IHE or a TCU; or a Bureau of Indian Education (BIE)-funded school in consortium with at least one TCU, where feasible. Eligibility of an applicant requiring a consortium with an IHE or a TCU, requires that the IHE or TCU be accredited to provide the coursework and level of degree or Native American language certificate required by the project. The definitions of eligible applicants, in addition to all applicable definitions, may be found in the Definitions section below.

If the applicant is:	Is a signed consortium agreement required for eligibility?	Who <u>must</u> be part of the consortium for eligibility purposes?
An IHE or TCU that has the authority to award the level of degree required by the project.	No	N/A
A Two-year IHE or Two-year TCU	Yes, unless the applicant is proposing a project only for teacher training (Absolute Priority One) in the field of Native American language instruction that does not require a four-year degree	An IHE that can award the level of degree required by the proposed project. <i>Other eligible entities may be included but are not required.</i>
A State Education Agency (SEA) or	Yes	
A Local Education Agency (LEA),		
An Indian Tribe	Yes	
An Indian Organization	Yes	

A Bureau of Indian Education-funded school	Yes	A TCU
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Priorities and Requirements

Absolute Priorities

The Indian Professional Development Program FY 2021 Notice Inviting Applications includes two absolute priorities and five competitive preference priorities.

Absolute Priority One: Pre-service teacher training.

This priority addresses pre-service training for teachers, and requires projects that--

- (a) Provide support and training to Indian individuals to complete a pre-service education program before the end of the award period that enables the individuals to meet the requirements for full State certification or licensure as a teacher through--
 - (1) Training that leads to a degree in education;
 - (2) For States allowing a degree in a specific subject area, training that leads to a degree in the subject area;
 - (3) Training in a current or new specialized teaching assignment that requires a degree and in which a documented teacher shortage exists; or
 - (4) Training in the field of Native American language instruction;

- (b) Provide induction services, during the award period, to participants after graduation, certification, or licensure, for two years, while participants are completing their work-related payback in schools in local educational agencies (LEAs) that serve a high proportion of Indian students; and

- (c) Include goals for the--
 - (1) Number of participants to be recruited each year;
 - (2) Number of participants to continue in the project each year;
 - (3) Number of participants to graduate each year; and
 - (4) Number of participants to find qualifying employment within 12 months of completion.

Absolute Priority Two: Pre-service administrator training.

This priority supports projects that--

- (a) Provide support and training to Indian individuals to complete a graduate degree in education administration that is provided before the end of the award period and that allows participants to meet the requirements for State certification or licensure as an education administrator;

- (b) Provide induction services, during the award period, to participants after graduation, certification, or licensure, for two years, while administrators are completing their work-related payback as administrators in LEAs that serve a high proportion of Indian students; and

- (c) Include goals for the--
 - (1) Number of participants to be recruited each year;
 - (2) Number of participants to continue in the project each year;
 - (3) Number of participants to graduate each year; and
 - (4) Number of participants to find qualifying employment within twelve months of completion.

Competitive Preference Priorities:

For FY 2021 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are competitive preference priorities.

Competitive Preference Priority One: Tribal Applicants (Zero or eight points).

An application submitted by an Indian Tribe, Indian organization, or TCU that is eligible to participate in the Professional Development Grants program. A consortium application of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129 and includes an Indian Tribe, Indian organization, or TCU will be considered eligible to receive preference under this priority only if the lead applicant for the consortium is the Indian Tribe, Indian organization, or TCU. In order to be considered a consortium application, the application must include the consortium agreement, signed by all parties.

Competitive Preference Priority Two: Consortium Applicants, Non-Tribal Lead (Zero or five points).

A consortium application of eligible entities that--

- (a) Meets the requirements of 34 CFR 75.127 through 75.129 and includes an Indian Tribe, Indian organization, or TCU; and
- (b) Is not eligible to receive a preference under Competitive Preference Priority One.

Competitive Preference Priority Three: Pre-service Administrator Training for Work in Tribal educational agencies (TEAs) (Zero or three points).

Projects that--

- (a) Meet the requirements of Absolute Priority Two for pre-service administrator training;
- (b) Include training on working for a TEA, and opportunities for participants to work with or for TEAs during the training period; and
- (c) Include efforts by the applicant to place participants in administrator jobs in TEAs following program completion.

Competitive Preference Priority Four: Pre-service Administrator Training for School Start-ups (Zero or three points).

Projects that--

- (a) Meet the requirements of Absolute Priority Two for pre-service administrator training;
- (b) Include training to support the capacity of school leaders to start new schools that serve Indian students, such as charter schools or schools transitioning from BIE-operated to Tribally controlled; and
- (c) Include efforts by the applicant to place participants in administrator jobs with entities planning to start or transition a school to serve Indian students.

Competitive Preference Priority Five: Promoting Effective Instruction in Classrooms and Schools (Up to five points).

Projects that are designed to address increasing the opportunities for high-quality preparation of, or professional development for, teachers or other educators of science, technology, engineering, math, or computer science (as defined in this notice). For this priority, peer reviewers will evaluate and score applications according to the following rubrics, as appropriate (one for teacher training and one for administrator training):

Competitive Preference Priority Five: STEM Educator Preparation (Up to five points): Teacher Training Applications	
Points	Criteria
0	Applicant does not make any reference to opportunities for preparation of, or professional development for, teachers in the area of STEM or computer science subjects.
1	Applicant proposes requiring a very short-term (e.g., one-day), stand-alone workshop on select instructional strategies around one or more STEM or computer science subjects during the training program. For example, the training may cover (1) content knowledge acquisition of the STEM or computer science subjects that participants may teach as well as related instructional strategies; (2) how to teach inquiry-based learning; (3) teachers' use of technology tools, lab equipment or other specialized tools to enhance student learning experiences; (4) how to incorporate experiential learning opportunities in formal and informal settings; or (5) how to facilitate students' skills attainment in high-demand STEM or computer-science related occupations in the regional job market.
2	Applicant proposes required participation in a short-term (e.g., one-week) stand-alone workshop on employing two or more instructional strategies (for example, those mentioned in the enumerated items above) around one or more of the STEM or computer science subjects during the training program.
3	Applicant proposes required participation in a one semester course that includes training in three or more instructional strategies and teaching practices to support student achievement in STEM or computer science subjects (for example, those mentioned in the second enumerated item above) around one or more of the STEM or computer science subjects during the training program.
4	Applicant proposes required participation in a year-long program course/course sequence that provides in-depth training in five or more instructional strategies and pedagogical practices (for example, those mentioned in the second enumerated item above) to support student achievement in STEM or computer science subjects.
5	The same as the criteria for 4 points, as well as required job-embedded activities during the induction period that support application of the knowledge and skills acquired in the course.

Competitive Preference Priority Five: STEM Educator Preparation (Up to five points):

Administrator Training Applications

Points	Criteria
0	Applicant does not make any reference to opportunities for preparation of, or professional development for, administrators in the area of STEM or computer science subjects.
1	Applicant proposes requiring a very short-term (e.g., one-day), stand-alone workshop on select administrative practices or instructional leader strategies around one or more STEM or computer science subjects during the training program. For example, the training could include one or more of the following administrative strategies, specific to one or more STEM or computer science subjects: 1) gain new knowledge and understanding of how to effectively leverage resources for STEM or computer science instruction, or 2) identify, establish and leverage external partners in the community and region that can support student achievement and/or career and technical education opportunities in STEM or computer science subjects; 3) employing strategies for substantially increasing the STEM or computer science knowledge and teaching skills of teachers; 4) aligning STEM or computer science curriculum, instruction and assessment with the academic goals of the school or LEA; and 5) fostering opportunities for active participation of teachers, other school leaders, parents, and representatives of Indian tribes to inform goals around STEM teaching and learning.
2	Applicant proposes requiring participation in a short-term (e.g., one-week) stand-alone workshop on employing two or more administrative practices or instructional leader strategies (for example, those mentioned in the second enumerated item above) around one or more of the STEM or computer science subjects during the training program.
3	Applicant proposes required participation in a one semester course on employing three or more administrative practices or instructional leader strategies (for example, those mentioned in the second enumerated item above) around one or more of the STEM or computer science subjects during the training program.
4	Applicant proposes required participation in a year-long program course/course sequence that provides in-depth training in five or more administrative practices or instructional leader strategies (for example, those mentioned in the enumerated items above) to support student achievement in STEM or computer science subjects.
5	The same as the criteria for 4 points, as well as required job-embedded activities during the induction period that support application of knowledge and skills acquired in the course.

Requirements:

APPLICATION REQUIREMENTS FOR ALL APPLICANTS		
FY 2021 PD Application Requirement	Include in Application Project Narrative	Upload Separate Attachment, consistent with Grants.gov file format guidelines
1. Submit one or more letters of support from local educational agencies that serve a high proportion of Indian students. Each letter must include-- (i.) A statement that the LEA agrees to consider program graduates for employment; (ii.) Evidence that the LEA meets the definition of “LEA that serves a high proportion of Indian students”; and (iii.) The signature of an authorized representative of the LEA;		X
2. Describe how the project will recruit qualified Indian individuals, such as students who may not be of traditional college age, to become teachers, principals, or school leaders. Applicants may address this requirement in their project narrative, for example, under selection criterion Quality of Project Design, sub-criterion (2).	X	
3. Describe how the project will use funds made available under the grant to support recruitment, preparation, and professional development of Indian teachers or principals in local education agencies (including BIE-funded schools) that have a high proportion of Indian students. Applicants may address these requirements in their project narrative responses to selection criterion Quality of Project Design, sub-criterion (3), and Quality of Project Services, sub-criteria (1) and (3).	X	
4. Describe how the project will assist participants in meeting the payback requirements. Applicants may address this requirement in their project narrative responses to Quality of Project Services, sub-criterion (5).	X	
5..Describe how the application meets either Absolute Priority One or Two. The description of the two years of induction services could be addressed in the project narrative, under Quality of Project Services, sub-criterion (4). The numeric participant goals could be addressed under Quality of Project Design, sub-criterion (1).	X	

APPLICATION REQUIREMENTS, IF APPLICABLE			
FY 2021 PD Application Requirement, if applying--	...Then --	And include the following in your narrative	And include the following as an attachment, per the guidance in Part 6 of this application package
As a consortium Applicant	State this in the project abstract	N/A	a PDF version of your signed and dated consortium agreement of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129 , consistent with Grants.gov guidelines
As an Indian Organization			Documentation of Indian Organization
For consideration under Competitive Preference Priority One			Unless you are a solo Tribal College or University applicant, a PDF version of your signed and dated consortium agreement of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129 , consistent with Grants.gov guidelines
For consideration under Competitive Preference Priority Two			a PDF version of your signed and dated consortium agreement of eligible entities that meets the requirements of 34 CFR 75.127 through 75.129 , consistent with Grants.gov guidelines
For consideration under Competitive Preference Priority Three			PDF version of signed letter of support from appropriate entity (see Frequently Asked Questions).
For consideration under Competitive Preference Priority Four			PDF version of signed letter of support from appropriate entity (see Frequently Asked Questions).
For consideration under Competitive Preference Priority Five			At the end of your narrative, provide a detailed description of how your project will adhere to this priority.
And requesting funds for Indirect costs		N/A	PDF version of a valid indirect cost agreement.

Frequently Asked Questions

1. If an applicant seeks to use Competitive Preference Priority (CPP) #3 (pre-service administrator training for work in Tribal educational agencies (TEAs)), does the applicant still need to submit a letter of support from a local educational agency (LEA), as required under application requirement #1? What evidence does an applicant need to submit in order to receive points for CPP #3?

A. In order to meet application requirement #1 (letter of support) and CPP #3, applicants for CPP #3 who are planning to train administrators to work in a TEA must submit a letter of support from one or more TEAs that agree to consider program graduates for an administrator position. The letter must be signed by an authorized TEA representative. Under the program regulations, a participant who, after successfully completing administrator training, works for a TEA that provides “administrative control or direction of public schools” satisfies the requirements for work payback in “local educational agencies (LEAs) that serve a high proportion of Indian students.” See 34 C.F.R. § 263.9, Note; ESEA Section 8101(30). The schools administered by such a TEA could be Bureau of Indian Education (BIE)-funded schools or charter schools.

2. If an applicant seeks to use CPP #4 (pre-service administrator training for school start-ups) because it plans to train administrators who would possibly transition a BIE-operated school to a Tribally-controlled school, does the applicant still need to submit a letter of support from an LEA? What evidence does an applicant need to submit in order to receive points for CPP #4?

A. Given that 34 C.F.R. § 263.3 specifically defines the phrase “Local educational agency (LEA) that serves a high proportion of Indian students” to include BIE-funded schools, in order to meet application requirement #1 (letter of support), applicants for CPP #4 who plan to train administrators to transition a BIE-funded school must submit a letter of support from one or more BIE-funded schools. The letter of support must be signed by the authorized representative of the school and must state that the BIE-funded school agrees it will consider program graduates for an administrator position. Such a letter of support would also satisfy the requirements of CPP #4.

3. If an applicant seeks to use CPP #4 (pre-service administrator training for school start-ups) because it plans to train administrators who would possibly be involved in starting a new charter school, does the applicant still need to submit a letter of support from an LEA? What evidence does the applicant need to submit in order to receive points for CPP #4?

A. In order to meet application requirement #1 (letter of support), if the charter school does not intend to be a part of an existing LEA (e.g., it would be a stand-alone LEA that would receive State aid, or a Tribal charter) the applicant must submit a letter of support from an existing LEA that might also consider hiring the applicant’s graduates for employment as an administrator. Each letter must include a statement that the LEA agrees to consider program graduates for employment. The letter must also include evidence that the LEA meets the definition of an “LEA that serves a high proportion of Indian students” and must be signed by an authorized representative of the LEA.

In addition, in order for an applicant to demonstrate that it qualifies for CPP #4, the applicant must submit a letter of support from an entity planning to start a school to serve Indian students, for example, a charter school developer or charter management organization.

If the applicant will be starting a charter school that is to be part of an existing LEA, then the applicant must submit a letter of support from an LEA that serves a high proportion of Indian students, preferably from that existing LEA of which the new school would be a part. The letter of support also serves as evidence that the applicant meets CPP #4.

Applicant Guide

Applications are entered into the Grants.gov system; applications submitted via email will not be accepted. For more information, including how to submit a paper application in cases in which electronic submission is not possible, please read the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on February 13, 2019 (84 FR 3768), and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf.

A completed application will include a program narrative. The program narrative is the section of the application that directly responds to the selection criteria. The program narrative should follow the order of the selection criteria. Applicants should describe, in detail, activities planned for each of the funding periods of the grant. The program office suggests that applicants limit the program narrative to **[30]** pages. Narrative attachments must be submitted as files in a read-only, flattened Portable Document Format (PDF) or as a Microsoft Word document. If applicants upload a different file type or submit a password-protected file, we will not review that material.

A minimum of 3 peer reviewers will evaluate each proposal. Reviewers will be asked to review the applicants' responses to each criterion and score each of their assigned proposals. Not responding to a specific criterion could negatively impact the score.

The Notice Inviting Applications for this competition provides the priorities, selection criteria, application requirements, program requirements, eligibility, and definitions.

[LINK TO NIA]

Selection Criteria

The selection criteria for this competition are from 34 CFR 75.210, and from 34 CFR 263.7, as revised by the NFR. The maximum score for all of these criteria is 100 points.

Selection Criteria	Sub-Criterion Points	Criterion Points
(a) <u>Need for project</u> (34 CFR 75.210) In determining the need for the proposed project, the Secretary considers one or more of the following factors: The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated through a job market analysis.	.....	5
(b) <u>Significance</u> (34 CFR 263.7). In determining the significance of the proposed project, the Secretary considers:	.....	6
(1) The potential of the proposed project to develop effective strategies for teaching Indian students and improving Indian student achievement, as demonstrated by a plan to share findings gained from the proposed project with parties who could benefit from such findings, such as other IHEs who are training teachers and administrators who will be serving Indian students.	3	.....
(2) The likelihood that the proposed project will build local capacity to provide, improve, or expand services that address the specific needs of Indian students.	3	.....

(c) <u>Quality of the project design</u> (34 CFR 263.7). The Secretary considers the following factors in determining the quality of the design of the proposed project:	.....	26
(1) (Up to 10 points) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are ambitious but also attainable and address-- (i) The number of participants expected to be recruited in the project each year; (ii) The number of participants expected to continue in the project each year; (iii) The number of participants expected to graduate; and (iv) The number of participants expected to find qualifying employment within twelve months of completion.	10	.....
(2) The extent to which the proposed project has a plan for recruiting and selecting participants, including students who may not be of traditional college age, that ensures that program participants are likely to complete the program.	10	.....
(3) The extent to which the proposed project will incorporate the needs of potential employers, as identified by a job market analysis, by establishing partnerships and relationships with LEAs that serve a high proportion of Indian students and developing programs that meet their employment needs.	6	.....
(d) <u>Quality of project services</u> (34 CFR 263.7). The Secretary considers the following factors in determining the quality of project services:	.....	32
(1) The likelihood that the proposed project will provide participants with learning experiences that develop needed skills for successful teaching and/or administration in LEAs that serve a high proportion of Indian students.	4	.....
(2) The extent to which the proposed project prepares participants to adapt teaching and/or administrative practices to meet the breadth of Indian student needs.	7	.....
(3) The extent to which the applicant will provide job placement activities that reflect the findings of a job market analysis and needs of potential employers and that offer qualifying employment opportunities.	7	.....
(4) The extent to which the applicant will offer induction services that reflect the latest research on effective delivery of such services.	7	.....
(5) The extent to which the applicant will assist participants in meeting the service obligation requirements.	7	.....
(e) <u>Quality of project personnel</u> (34 CFR 263.7). The Secretary considers the following factors when determining the quality of the personnel who will carry out the proposed project:	.....	13
(1) The qualifications, including relevant training, experience, and cultural competence, of the project director and the amount of time this individual will spend directly involved in the project.	5	.....
(2) (Up to 8 points) The qualifications, including relevant training, experience, and cultural competence, of key project	8	.....

personnel and the amount of time to be spent on the project and direct interactions with participants.		
(f) <u>Quality of the management plan.</u> (34 CFR 75.210). The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers:	.....	18
(1) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.	8	.....
(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.	4	.....
(3) 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.	6	.....

While case-by-case determinations will be made, the reviewers will be asked to consider the general ranges below as a guide when awarding points.

Maximum Point Value	Quality of Response		
	Low	Medium	High
3.....	0	1-2	3
4.....	0-1	2-3	4
5.....	0-1	2-3	4-5
6.....	0-2	3-4	5-6
7.....	0-2	3-5	6-7
8.....	0-2	3-5	6-8
10.....	0-3	4-7	8-10

Definitions

The following definitions are from 34 CFR 263.3, as revised by the NFR, and from the Supplemental Priorities.

BIE-funded school means a Bureau of Indian Education school, a contract or grant school, or a school for which assistance is provided under the Tribally Controlled Schools Act of 1988.

Computer science means the study of computers and algorithmic processes and includes the study of computing principles and theories, computational thinking, computer hardware, software design, coding, analytics, and computer applications.

Computer science often includes computer programming or coding as a tool to create software, including applications, games, websites, and tools to manage or manipulate data; or development and management of computer hardware and the other electronics related to sharing, securing, and using digital information.

In addition to coding, the expanding field of computer science emphasizes computational thinking and interdisciplinary problem-solving to equip students with the skills and abilities necessary to apply computation in our digital world.

Computer science does not include using a computer for everyday activities, such as browsing the internet; use of tools like word processing, spreadsheets, or presentation software; or using computers in the study and exploration of unrelated subjects.

Department means the U.S. Department of Education.

Dependent allowance means costs for the care of minor children under the age of 18 who reside with the training participant and for whom the participant has responsibility. The term does not include financial obligations for payment of child support required of the participant. *Full course load* means the number of credit hours that the institution requires of a full-time student.

Full-time student means a student who--

- (1) Is a candidate for a baccalaureate degree, graduate degree, or Native American language certificate, as appropriate for the project;
- (2) Carries a full course load; and
- (3) Is not employed for more than 20 hours a week.

Good standing means a cumulative grade point average of at least 2.0 on a 4.0 grade point scale in which failing grades are computed as part of the average, or another appropriate standard established by the institution.

Graduate degree means a post-baccalaureate degree awarded by an institution of higher education.

Indian means an individual who is—

- (1) A member of an Indian tribe or band, as membership is defined by the Indian tribe or band, including any tribe or band terminated since 1940, and any tribe or band recognized by the State in which the tribe or band resides;
- (2) A descendant of a parent or grandparent who meets the requirements of paragraph (1) of this definition;
- (3) Considered by the Secretary of the Interior to be an Indian for any purpose;
- (4) An Eskimo, Aleut, or other Alaska Native; or
- (5) A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

Indian organization means an organization that—

- (1) Is legally established--
 - (i) By tribal or inter-tribal charter or in accordance with State or tribal law; and
 - (ii) With appropriate constitution, by-laws, or articles of incorporation;
- (2) Includes in its purposes the promotion of the education of Indians;
- (3) Is controlled by a governing board, the majority of which is Indian;
- (4) If located on an Indian reservation, operates with the sanction or by charter of the governing body of that reservation;
- (5) Is neither an organization or subdivision of, nor under the direct control of, any institution of higher education or TCU; and
- (6) Is not an agency of State or local government.

Induction services means services provided--

- (1)(i) By educators, local traditional leaders, or cultural experts;

- (ii) For the one, two, or three years of qualifying employment, as designated by the Department in the notice inviting applications; and
- (iii) In LEAs that serve a high proportion of Indian students;
- (2) To support and improve participants' professional performance and promote their retention in the field of education and teaching, and that include, at a minimum, these activities:
 - (i) High-quality mentoring, coaching, and consultation services for the participant to improve performance.
 - (ii) Access to research materials and information on teaching and learning.
 - (iii) Assisting new teachers with use of technology in the classroom and use of data, particularly student achievement data, for classroom instruction.
 - (iv) Clear, timely, and useful feedback on performance, provided in coordination with the participant's supervisor.
 - (v) Periodic meetings or seminars for participants to enhance collaboration, feedback, and peer networking and support.

In-service training means activities and opportunities designed to enhance the skills and abilities of individuals in their current areas of employment.

Institution of higher education (IHE) has the meaning given that term in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)).

Local educational agency (LEA) that serves a high proportion of Indian students means--

- (1) An LEA, including a BIE-funded school, that serves a high proportion of Indian students in the LEA as compared to other LEAs in the State; or
- (2) An LEA, including a BIE-funded school, that serves a high proportion of Indian students in the school in which the participant works compared to other LEAs in the State, even if the LEA as a whole in which the participant works does not have a high proportion of Indian students compared to other LEAs in the State.

Native American means "Indian" as defined in section 6151(3) of the Elementary and Secondary Education Act, as amended, which includes Alaska Native and members of federally-recognized or State-recognized Tribes; Native Hawaiian; and Native American Pacific Islander.

Native American language means the historical, traditional languages spoken by Native Americans.

Participant means an Indian individual who is being trained under the Professional Development program.

Payback means work-related service or cash reimbursement to the Department of Education for the training received under the Professional Development program.

Pre-service training means training to Indian individuals to prepare them to meet the requirements for licensing or certification in a professional field requiring at least a baccalaureate degree or licensing or certification in the field of Native American language instruction.

Professional development activities means pre-service or in-service training offered to enhance the skills and abilities of individual participants.

Qualifying employment means employment in an LEA that serves a high proportion of Indian students.

Secretary means the Secretary of the Department of Education or an official or employee of the Department acting for the Secretary under a delegation of authority.

Stipend means that portion of an award that is used for room, board, and personal living expenses for full-time participants who are living at or near the institution providing the training.

Tribal college or university (TCU) has the meaning given that term in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)).

Tribal educational agency (TEA) means the agency, department, or instrumentality of an Indian Tribe that is primarily responsible for supporting Tribal students' elementary and secondary education.

Technical Assistance Workshops for Prospective Applicants

[NUMBER] technical assistance [SESSIONS/WEBINARS] for prospective applicants are scheduled. The content of the [SESSIONS/WEBINARS] will be repeated, so applicants only need to attend one, if interested. When possible, information from and recordings of the session will be posted on the program website. The dates and times for the [SESSIONS/WEBINARS] are:

- [DATE AND TIME AND LOCATION/URL]

II. Application Submission Procedures

The deadline for submission of the PD program grant applications through Grants.gov is 11:59:59 PM EST on [DATE].

Application Transmittal Instructions

As noted in the Notice inviting applications (NIA) for this program published in the Federal Register, applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on February 13, 2019 (84 FR 3768) and available at <https://www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf>, which contain requirements and information on how to submit an application.

For additional training resources, including video tutorials, refer to <https://www.grants.gov/web/grants/applicants/applicant-training.html>

Helpful Reminders

- 1) **REGISTER EARLY** – Grants.gov registration involves many steps including registration on SAM (www.sam.gov) which may take approximately one week to complete, but could take upwards of several weeks to complete, depending upon the completeness and accuracy of the data entered into the SAM database by an applicant. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. Please note that once your SAM registration is active, it will take 24-48 hours for the information to be available in Grants.gov, and before you can submit an application through Grants.gov. For detailed information on the Registration Steps, please go to: <http://www.grants.gov/web/grants/register.html> [Note: Your organization will need to update its SAM registration annually.]

Primary information about SAM is available at www.sam.gov. However, to further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account the Department of Education has prepared a SAM.gov Tip Sheet which you can find at: <http://www2.ed.gov/fund/grant/apply/sam-faqs.html>.

- 2) **SUBMIT EARLY** – **We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.** The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.

Note: To submit successfully, you must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This DUNS number is typically the same number used when your organization registered with the SAM. If you do not enter the same DUNS number on your application as the DUNS you registered with, Grants.gov will reject your application.

- 3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 11:59:59 p.m. Eastern Time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once the Department of Education receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov’s Track My Application link.

If the date/time received is later than 11:59:59 p.m. Eastern Time on the deadline date, your application is late. If your application has a status of “Received” it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to “Validated” or “Rejected with Errors.” If the status is “Rejected with Errors,” your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: <http://www.grants.gov/web/grants/applicants/encountering-error-messages.html>. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Software Tip Sheet at: <http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: <mailto:support@grants.gov> or access the Grants.gov Self-Service Knowledge Base web portal at: <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>

Helpful Hints When Working with Grants.gov

Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application. **You must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov.**

Please go to <http://www.grants.gov/web/grants/support.html> for help with Grants.gov, or access the Grants.gov user guide at: <https://www.grants.gov/help/html/help/index.htm#t=GetStarted%2FGetStarted.htm>. 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>

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application, especially the requirement that applicants **only include read-only, flattened .PDF files** or Microsoft Word documents in their application:

- Ensure that you attach ***.PDF files only*** or Microsoft Word files for any attachments to your application, and any PDFs must be in a **read-only, flattened format** (meaning any fillable documents must be saved and submitted as non-fillable PDF files). PDF files and Microsoft Word files are the only Education approved file type accepted as detailed in the common instructions. If an applicant submits PDF files, it must submit only individual .PDF files. Specifically, the Department will not accept any attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable .PDF file. Any attachments uploaded that are file types other than .PDF files or Microsoft Word files, or are password protected files will not be read.
- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.

Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.

Electronic Application Submission Checklist

It is recommended that your electronic application be organized in the following manner and include the following parts in order to expedite the review process. Instructions for all parts and forms of the application are found either on the following pages of the application package or individually for each form on Grants.gov.

Review your electronic application to ensure you have completed the following forms and sections:

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

Part 4: Project Narrative Attachment Form

- Application Narrative

Part 5: Budget Narrative Attachment Form

- Budget Narrative

Part 6: Other Attachments

Application Requirements

- Application Requirements required of all applicants (see chart on page 9 of this application package)
 - Application requirements , where applicable (See chart on page 10 of this application package)

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
- Assurances for Non-Construction Programs (SF 424B Form)

Part 1: Preliminary Documents

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

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

When applying electronically via Grants.gov, you will need to ensure that the DUNS number you enter on your application is the same as the DUNS number your organization used when it registered with the System for Award Management (SAM).

Applicants are advised to complete the Application for Federal Assistance (Form SF 424) **first**. Grants.gov will automatically insert the correct CFDA and program name automatically wherever needed on other forms.

***Note:** Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although this form accepts attachments, the Department of Education will only review materials/files attached in accordance with the instructions provided within this application.*

Instructions for the SF-424

This is a standard form required for use as a cover sheet for submission of pre-applications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the federal agency (agency). Required fields on the form are identified with an asterisk (*) and are also specified as “Required” in the instructions below. In addition to these instructions, applicants must consult agency instructions to determine other specific requirements.

Item	Entry:	Item	Entry:
1.	Type of Submission: (Required): Select one type of submission in accordance with agency instructions. A. Preapplication B. Application C. Changed/Corrected Application – If requested by the agency, check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this to submit changes after the closing date.	10.	Name Of Federal Agency: (Required) Enter the name of the Federal agency from which assistance is being requested with this application.
		11.	Catalog Of Federal Domestic Assistance Number/Title: Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.
2.	Type of Application: (Required) Select one type of application in accordance with agency instructions. • New – An application that is being submitted to an agency for the first time. • Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision - Any change in the Federal Government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration E. Other (specify)	12.	Funding Opportunity Number/Title: (Required) Enter the Funding Opportunity Number and title of the opportunity under which assistance is requested, as found in the program announcement.
		13.	Competition Identification Number/Title: Enter the Competition Identification Number and title of the competition under which assistance is requested, if applicable.
		14.	Areas Affected By Project: This data element is intended for use only by programs for which the area(s) affected are likely to be different than the place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Add attachment to enter additional areas, if needed.
3.	Date Received: Leave this field blank. This date will be assigned by the Federal agency.	15.	Descriptive Title of Applicant's Project: (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For pre-applications, attach a summary description of the project.
4.	Applicant Identifier: Enter the entity identifier assigned by the Federal agency, if any, or applicant's control number, if applicable.		
5a	Federal Entity Identifier: Enter the number assigned to your organization by the Federal Agency, if any.	16.	• Congressional Districts Of: (Required) Enter the applicant's congressional district. 16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation – 3 characters district number, e.g., CA-005 for California 5th district, CA-012 for California 12 district, NC-103 for North Carolina's 103 district. If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.
5b.	Federal Award Identifier: For new applications leave blank. For a continuation or revision to an existing award, enter the previously assigned Federal award identifier number. If a changed/corrected application, enter the Federal Identifier in accordance with agency instructions.		
6.	Date Received by State: Leave this field blank. This date will be assigned by the State, if applicable.		
7.	State Application Identifier: Leave this field blank. This identifier will be assigned by the State, if applicable.		
8.	Applicant Information: Enter the following in accordance with agency instructions: a. Legal Name: (Required): Enter the legal name of applicant that will undertake the assistance activity. This is the name that the organization has registered with the Central Contractor Registry. Information on registering with CCR may be obtained by visiting the Grants.gov website. b. Employer/Taxpayer Number (EIN/TIN): (Required): Enter the Employer or Taxpayer Identification Number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444. c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting the Grants.gov website. d. Address: Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required, if country is US), Province, Country (Required), Zip/Postal Code (Required, if country is US).		
		17.	Proposed Project Start and End Dates: (Required) Enter the proposed start date and end date of the project.
		18.	Estimated Funding: (Required) Enter the amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.
		19.	Is Application Subject to Review by State Under Executive Order 12372 Process? (Required) Applicants should contact the State Single Point of Contact (SPOC) for Federal

	<p>e. Organizational Unit: Enter the name of the primary organizational unit (and department or division, if applicable) that will undertake the assistance activity, if applicable.</p> <p>f. Name and contact information of person to be contacted on matters involving this application: Enter the first and last name (Required); prefix, middle name, suffix, title. Enter organizational affiliation if affiliated with an organization other than that in 7.a. Telephone number and email (Required); fax number.</p>	<p>Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State.</p>		
9.	<p>Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • A. State Government • B. County Government • C. City or Township Government • D. Special District Government • E. Regional Organization • F. U.S. Territory or Possession • 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 </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • M. Nonprofit • N. Private Institution of Higher Education • O. Individual • P. For-Profit Organization (Other than Small Business) • Q. Small Business • R. Hispanic-serving Institution • S. Historically Black Colleges and Universities (HBCUs) • T. Tribally Controlled Colleges and Universities (TCCUs) • U. Alaska Native and Native Hawaiian Serving Institutions • V. Non-US Entity • W. Other (specify) </td> </tr> </table>	<ul style="list-style-type: none"> • A. State Government • B. County Government • C. City or Township Government • D. Special District Government • E. Regional Organization • F. U.S. Territory or Possession • 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 	<ul style="list-style-type: none"> • M. Nonprofit • N. Private Institution of Higher Education • O. Individual • P. For-Profit Organization (Other than Small Business) • Q. Small Business • R. Hispanic-serving Institution • S. Historically Black Colleges and Universities (HBCUs) • T. Tribally Controlled Colleges and Universities (TCCUs) • U. Alaska Native and Native Hawaiian Serving Institutions • V. Non-US Entity • W. Other (specify) 	<p>20. Is the Applicant Delinquent on any Federal Debt? (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of federal debt include; but, may not be limited to: delinquent audit disallowances, loans and taxes. If yes, include an explanation in an attachment.</p> <p>21. Authorized Representative: To be signed and dated by the authorized representative of the applicant organization. Enter the first and last name (Required); prefix, middle name, suffix. Enter title, telephone number, email (Required); and fax number. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain federal agencies may require that this authorization be submitted as part of the application.)</p>
<ul style="list-style-type: none"> • A. State Government • B. County Government • C. City or Township Government • D. Special District Government • E. Regional Organization • F. U.S. Territory or Possession • 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 	<ul style="list-style-type: none"> • M. Nonprofit • N. Private Institution of Higher Education • O. Individual • P. For-Profit Organization (Other than Small Business) • Q. Small Business • R. Hispanic-serving Institution • S. Historically Black Colleges and Universities (HBCUs) • T. Tribally Controlled Colleges and Universities (TCCUs) • U. Alaska Native and Native Hawaiian Serving Institutions • V. Non-US Entity • W. Other (specify) 			

[U.S Department of Education note: As of spring, 2019, the FON discussed in Block 12 of the instructions can be found via the following URL: <https://www.grants.gov/web/grants/search-grants.html>.]

Instructions for U.S. Department of Education Supplemental Information for the SF-424

1. Project Director. Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application. Items marked with an asterisk (*) are mandatory.

2. Novice Applicant. Check “Yes” if you meet the definition for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled “Definitions for U.S. Department of Education Supplemental Information for the SF-424”). By checking “Yes” the applicant certifies that it meets these novice applicant requirements. Check “No” if you do not meet the definition for novice applicants.

This novice applicant information will be used by ED to: 1) determine the amount and type of technical assistance that a novice might need, if funded, and 2) determine novice applicant eligibility in discretionary grant competitions that give special consideration to novice applications. Certain ED discretionary grant programs give special consideration to novice applications, either by establishing a special competition for novice applicants or by giving competitive preference to novice applicants under the procedures in 34 CFR 75.105(c)(2). If special consideration is being given to novice applications under a particular discretionary grant competition, the application notice for the competition published in the Federal Register will specify this information

3. Human Subjects Research. (See I. A. “Definitions” in attached page entitled “Definitions for U.S. Department of Education Supplemental Information for the SF-424.”)

3a. If Not Human Subjects Research. Check “No” if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

3a. If Human Subjects Research. Check “Yes” if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check “Yes” even if the research is exempt from the regulations for the protection of human subjects. (See I. B. “Exemptions” in attached page entitled “Definitions for U.S. Department of Education Supplemental Information for SF-424.”)

3b. If Human Subjects Research is Exempt from the Human Subjects Regulations. Check “Yes” if all the research activities proposed are designated to be exempt from the regulations. Check the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. “Exemptions.” In addition, follow the instructions in II. A. “Exempt Research Narrative” in the attached page entitled “Definitions for U.S. Department of Education Supplemental Information for the SF-424.”

3b. If Human Subjects Research is Not Exempt from Human Subjects Regulations. Check “No” if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. “Nonexempt Research Narrative” in the attached page entitled “Definitions for U.S. Department of Education Supplemental Information for the SF-424.”

3b. Human Subjects Assurance Number. If the applicant has an approved Federal Wide Assurance (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. **(A list of current FWAs is available at: <http://ohrp.cit.nih.gov/search/search.aspx?styp=bsc>)** If the applicant does not have an approved assurance on file with OHRP, enter “None.” In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

3c. If applicable, please attach your “Exempt Research” or “Nonexempt Research” narrative to your submission of the U.S Department of Education Supplemental Information for the SF-424 form as instructed in item II, “Instructions for Exempt and Nonexempt Human Subjects Research Narratives” in the attached page entitled “Definitions for U.S. Department of Education Supplemental Information for the SF-424.”

Note about Institutional Review Board Approval. ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

No covered human subjects research can be conducted until the study has ED clearance for protection of human subjects in research.

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 1894-0007. The time required to complete this information collection is estimated to average between 15 and 45 minutes 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 estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-0170. If you have comments or concerns regarding the status of your individual submission of this form write directly to: (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Definitions for ED Supplemental Information for SF 424

Definitions:

Novice Applicant (See 34 CFR 75.225). For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant’s project or funding period, including any extensions of those periods that extend the grantee’s authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department’s regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” . Activities, which meet this definition, constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as “a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.” (1) *If an activity involves obtaining information about a living person by manipulating that person or that person’s environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met.* (2) *If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of **exemptions** are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. ***If an educational practice is being introduced to the site and is not widely used for similar populations, it is not covered by this exemption.***

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects’ responses outside the

research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed. [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked "Yes" for Item 3.b. of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.

If you marked "Yes" for item 3 b. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked "No" for item 3 b. you must provide the "nonexempt research" narrative to the U.S. Department of Education Supplemental Information for the SF-424. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

(1) **Human Subjects Involvement and Characteristics:** Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

(2) **Sources of Materials:** Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) **Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which

consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits

to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

*Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff, Office of Finance and Operations, U.S. Department of Education, Washington, D.C. 20202-4331, telephone: (202) 245-8090, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site:
<http://www.ed.gov/about/offices/list/ocfo/humansub.html>*

NOTE: The **State Applicant Identifier** on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).

Part 2: Budget Information

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

This part of your application contains information about the Federal funding you are requesting. Remember that you must provide all requested budget information for each year of the project (up to 60 months) and the total column in order to be considered for Federal funding. Specific instructions for completing the budget forms are provided within this application package.

Instructions for completing ED Form 524 Section A:

Name of Institution/Organization: Enter the name of the applicant in the space provided.

Personnel (line 1): Enter project personnel salaries and wages only. Include fees and expenses for consultants on line 6.

Fringe Benefits (line 2): The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.

Travel (line 3): Indicate the travel costs of employees and participants only. Include travel of persons such as consultants on line 6. Applicants are strongly encouraged to budget funds for a representative from the partnering entities to accompany the project director in attending a Project Director's Meeting in the first three years of the grant.

Equipment (line 4): Indicate the cost of tangible, non-expendable personal property that has a usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or \$5,000 per article. Lower limits may be established to maintain consistency with the applicant's policy.

Supplies (line 5): Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. *Supplies purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project.*

Contractual (line 6): The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.

Construction (line 7): Not applicable.

Other (line 8): Indicate all direct costs not covered on lines 1-6. For example, include costs such as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. *Do not include costs that are included in the indirect cost rate.*

Total Direct Costs (line 9): The sum of lines 1-8.

Note: Direct administrative costs are limited by statute to 5% of the total grant award.

Indirect Costs (line 10): The Education Department General Administrative Regulations (EDGAR) limit reimbursement of indirect costs under training grants to non-governmental grantees. These grantees may recover indirect costs under training grants up to the grantee's actual indirect costs as determined by the grantee's negotiated

indirect cost agreement or 8 percent of MTDC, whichever rate is lower.

Note: This limitation does not apply to State agencies, local governments or federally-recognized Indian tribal governments. [[EDGAR §75.562\(c\)\(2\)](#)]

If an applicant selected for funding under this program has not already established a current indirect cost rate with its cognizant agency, and is not subject to the 8% limit described above, the Department of Education (ED) generally will authorize the grantee to use a **temporary** rate of 10 percent of budgeted direct salaries and wages authorized under [EDGAR §75.560](#), or a **de minimis** rate of 10 percent of MTDC, as authorized under [2 CFR 200.414\(f\)](#).

Training Stipends (line 11): The training stipend line item only pertains to costs associated with long term training programs and college or university coursework, not workshops or short-term training supported by this program. Under the program's regulations, this may include the cost of tuition, books, and required fees; health insurance required by the institution of higher education; stipend (maximum \$1,800 per month); dependent allowance (maximum \$300 per month during an academic term); technology costs; program required travel; and instructional supplies (34 CFR 263.4).

Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).

Total Cost (line 12): **This should equal to sum of lines 9-11 (total direct costs + indirect + stipends). The sum for column one, labeled *Project Year 1 (a)*, should also be equal to item 15a on the application cover sheet (SF Form 424).**

Instructions for ED 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations cited within these instructions at:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>. You may access requirements from 2 CFR 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" cited within these instructions at:

<https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.

You must consult with your Business Office prior to submitting this form.

Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office.

(1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages (**complete (4) of this section when using the temporary rate**) subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In

addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check "Other," specify the name of the Federal or other agency that issued the approved agreement.

(3): If you check "no" in (1), indicate in (3) if you want to use the de minimis rate of 10 percent of MTDC (see 2CFR § 200.68). If you use the de minimis rate, you are subject to the provisions in 2 CFR § 200.414(f).

Note: you may only use the 10 percent de minimis rate if you are a first-time Federal grant recipient, and you do not have an Approved Indirect Cost Rate Agreement. You may not use the de minimis rate if you are a State, Local government, or Indian Tribe, or if your grant is funded under a training rate or restricted rate program.

(4): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement, or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)] Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to **each sub-project or activity**.
2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:

- a. The specific costs or contributions by budget category;
- b. The source of **the costs or contributions**; and
- c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review cost sharing and matching regulations found in 2 CFR 200.306.]

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

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 **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, 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. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Part 3: ED Abstract Form

This section should be attached as a single document to the ED Abstract Form in accordance with the instructions found on Grants.gov and should be organized in the following manner and include the following parts in order to expedite the review process.

Ensure that you only attach the Education approved file types detailed in the Federal Register application notice . Also, do not upload any password-protected files to your application.

Please note that Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters.

Project 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:

- The purpose and expected outcomes of the project
- Applicable absolute and competitive priorities
- Number of participants to be served
- The number and location of proposed site(s)
- How the project will conduct recruitment activities, induction services, and how they will assist participants with completing their service payback obligations,
- The Indian Tribe(s), if any, involved in the project

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

This section should be attached as a **single** document to the Project Narrative Attachment Form in accordance with the instructions found on [Grants.gov](https://www.grants.gov) and should be organized in the following manner and include the following parts in order to expedite the review process.

Ensure that you only attach the Education approved file types detailed in the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on February 13, 2019 (84 FR 3768), and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf. Also, do not upload any password-protected files to your application.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters.

Table of Contents

The Table of Contents shows where and how the important sections of your proposal are organized and should not exceed **one** double spaced page.

Application Narrative

The application narrative responds to the selection criteria found in this application package and should follow the order of the selection criteria.

- We encourage applicants to limit this section of the application to the equivalent of no more than 35 pages and adhere to the following guidelines: 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. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

The recommended page limit does not apply to the cover sheet; the budget section, including the budget narrative justification; the consortium or partnership agreement; the assurances and certifications; or the abstract, the resumes, the bibliography, or other required attachments.

Selection Criteria for Project Narrative

The maximum score for all criteria is 100 points. The points or weight assigned to each criterion are indicated in parentheses. Non-Federal peer reviewers will review each application. They will be asked to evaluate and score each program narrative against the following selection criteria. The applicant must address all the following criteria, which come from 34 CFR 75.210 as well as the Notice of Final Regulations, published in the

Federal Register on July 17, 2020.

Selection Criteria	Maximum Points
Need for Project	5 points
Significance	6 points
Quality of the Project Design	26 points
Quality of Project Services	32 points
Quality of Project Personnel	13 points
Quality of the Management Plan	18 points

Panel readers will award points only for an applicant’s response to a given selection criterion that is contained within the section of the application designated to address that particular selection criterion. Readers will not review, or award points for responses to a given selection criterion that are in any other section of the application or appendices. However, readers will use the information contained within the Budget and Budget Narrative sections of the application to award points for relevant selection criteria responses.

In describing the proposed project, applicants should address the five selection criteria in the order in which they are listed. The selection criteria, sub-criteria, and corresponding points are provided on page **XX** of this application package and also in the NIA available at [**LINK**].

Part 5: Budget Narrative

*This section should be attached as a **single** document to the Budget Narrative Attachment Form in accordance with the instructions found on [Grants.gov](https://www.grants.gov). It should be organized in the following manner and include the following parts in order to expedite the review process.*

Ensure that you only attach the Education approved file types detailed in the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on February 13, 2019 (84 FR 3768), and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf. Also, do not upload any password-protected files to your application.

When attaching files, applicants should limit the length of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend file names be less than 50 characters.

Each application must provide a Budget Narrative (which serves to meet the requirements of ED Form 524, Section C) for requested Federal funds. The Budget Narrative for requested Federal funds should provide a justification of how the money requested for each budget item will be spent.

This section requires an **itemized budget breakdown** for each project year and the **basis for estimating the costs** of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures. Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project (up to 60 months). We will not make an award exceeding \$400,000 for the first, second, or third 12-month budget period. The last two 12-month budget periods will be limited to induction services only, at a cost not to exceed \$120,000 per year. We will not make an award exceeding \$120,000 for the fourth or fifth 12-month budget period.

The Budget Narrative provides an opportunity for the applicant to identify the nature and amount of the proposed expenditures. The applicant should provide sufficient detail to enable reviewers, program office staff, and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds, project activities, and anticipated outcomes.

In accordance with [34 CFR 75.232](#), Department of Education staff perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project, are reasonable, allowable and allocable. We may delete or reduce costs from the budget during this review.

Important Note

Applicants are encouraged to review the Electronic Code of Federal Regulations Uniform Guidance, *Cost Principles* in preparing their budget and budget narrative.

The Uniform Guidance may be found at the following link:

https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Suggested Guidelines for the Budget Narrative

To facilitate the review of your Budget Narrative, we encourage each applicant to include the following information for each year of the project:

1. Personnel

- Provide the title and duties of each position to be compensated under this project.
- Provide the salary for each position under this project.
- Provide the amounts of time, such as hours or percentage of time to be expended by each position under this project.
- Explain the importance of each position to the success of the project.
- Provide the basis for cost estimates or computations.

2. Fringe Benefits

- Give the fringe benefit percentages of all personnel included under Personnel.
- Provide the rate and base on which fringe benefits are calculated.

3. Travel

- Explain the purpose of the travel, how it relates to project success, how it aligns with the project goals and objectives and which program participants or staff will participate.
- Submit an estimate for the number of trips, points of origin and destination, and purpose of travel.
- Submit an itemized estimate of transportation and/or subsistence costs for each trip.
- Provide the basis for cost estimates or computations.

4. Equipment

- Indicate the estimated unit cost for each item to be purchased.
- Identify each type of equipment.
- Provide adequate justification of the need for items of equipment to be purchased.
- Explain the purpose of the equipment, and how it relates to project success.
- Provide the basis for cost estimates or computations.

5. Supplies

- Provide an itemized estimate of materials and supplies by nature of expense or general category (e.g., instructional materials, office supplies, etc.).
- Explain the purpose of the supplies and how they relate to project success.
- Provide the basis for cost estimates or computations.

6. Contractual

- Provide the purpose of the contract and its relation to project success.
- Describe the products to be acquired, and/or the professional services to be provided.
- Provide a brief justification for the use of the contractors selected.
- Identify the name(s) of the contracting party, including consultants, if available.
- Provide the cost per contractor.
- Provide the amount of time that the project will be working with the contractor(s).
- For professional services contracts, provide the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- Provide the basis for cost estimates or computations.

Note: see **Important Information Regarding Professional Services Contracts** below.

7. Construction

- Not applicable.

8. Other

- List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
- Provide the cost per item (printing = \$500, postage = \$750).
- Provide the purpose for the expenditures and relation to project success.
- Provide the basis for cost estimates or computations.

9. Total Direct Costs

- The sum of expenditures, per budget category, of lines 1-8.

10. Indirect Costs

- Identify indirect cost rate (if the applicant will charge indirect costs to the grant)

Note: Remember to provide a copy of the most recent approved indirect cost rate agreement in the Other Attachments section of the application. The indirect cost rate agreement establishes the maximum amount of indirect costs the applicant may charge to the grant. However, applicants are not required to use the full negotiated indirect cost rate and may choose to devote greater resources to direct costs. Additionally, see **Important Information Regarding Indirect Costs** below.

11. Training Stipends

The PD program may include, as training costs, assistance to fully finance a student's educational expenses, including: tuition, books, and required fees; health insurance required by the IHE; stipend (maximum \$1,800 per month); dependent allowance (maximum \$300 per month during an academic term); technology costs; program required travel; and instructional supplies; or assistance to supplement other financial aid, including Federal funding other than loans, meeting a student's educational expenses. Regulatory requirements may be found in [34 CFR 263.4](#).

12. Total Costs

- Sum total of direct costs, indirect costs, and stipends.

Please provide total costs for each year of the project as well as grand total cost for the entire project period (up 60 months). We will not make an award exceeding \$400,000 for the first, second, or third 12-month budget period. The last two 12-month budget periods will be limited to induction services only, at a cost not to exceed \$120,000 per year. We will not make an award exceeding \$120,000 for the fourth or fifth 12-month budget period.

Statutory Administrative Cost Limit

- Due to a statutory limitation, budgets cannot include direct administrative costs that exceed 5% of the total costs of the grant.
- We note that certain costs, such as travel, the project director salary, and evaluation, may not necessarily all be administrative but may be partly direct program cost and partly administrative.
- Please describe in sufficient detail the costs and the parts of the budget lines that you include in the calculation of administrative costs.

Important Information Regarding Professional Services Contracts

Generally, applicants other than States must comply with the procurement requirements in 2 CFR 200.318 through 200.326 and States must follow the same policies and procedures they use for procurements from their non-Federal funds.

However, there are two exceptions. Under 34 CFR 75.135(a), an applicant may contract, without regard to the procurement procedures in 2 CFR part 200, to obtain services from an entity that provides a site or sites where the applicant would conduct the project activities. Also, under 34 CFR 75.135(b), an applicant may use the small purchase procedures authorized under 2 CFR 200.320(b) to procure data collection, data analysis, evaluation services, or other essential services that are needed to meet a statutory, regulatory, or priority requirement related to the competition.

If you relied on either of these exceptions please contact Bianca Williams by phone at (202) 453-5671 or via e-mail at Bianca.williams@ed.gov for additional guidance.

Important Information Regarding Indirect Costs

The Education Department General Administrative Regulations (EDGAR) limit reimbursement of indirect costs under training grants to non-governmental grantees. These grantees may recover indirect costs under training grants up to the grantee's actual indirect costs as determined by the grantee's negotiated indirect cost agreement or 8 percent of MTDC, whichever rate is lower.

Note: This limitation does not apply to State agencies, local governments or federally-recognized Indian tribal governments. [[EDGAR §75.562\(c\)\(4\)](#)]

If an applicant selected for funding under this program has not already established a current indirect cost rate with its cognizant agency, and is not subject to the 8% limit described above, the Department of Education (ED) generally will authorize the grantee to use a **temporary** rate of 10 percent of budgeted direct salaries and wages authorized under [EDGAR §75.560](#), or a **de minimis** rate of 10 percent of MTDC, as authorized under [2 CFR 200.414\(f\)](#).

Applicants with questions about charging indirect costs on this program should contact the program contact person noted elsewhere in this application package.

Part 6: Other Attachments

Attach one or more documents to the Other Attachments Form in accordance with the instructions found on Grants.gov. You may provide all the required information in a single document, or in multiple documents.

When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.

Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files.

Application Requirements: Required of All Applicants

To be considered for an award under this competition, each eligible applicant must provide a detailed project narrative and budget narrative. Along with the application narrative, an applicant must submit:

1. Submit one or more letters of support from local educational agencies that serve a high proportion of Indian students. Each letter must include--
 - (i.) A statement that the LEA agrees to consider program graduates for employment;
 - (ii.) Evidence that the LEA meets the definition of “LEA that serves a high proportion of Indian students”; and
 - (iii.) The signature of an authorized representative of the LEA. Please see Frequently Asked Questions for information pertaining to this requirement if you are applying under CPP ##3 or 4.

If the following items 2-5 are addressed in the project narrative, we request that you upload a brief statement in Part 6 indicating where each is in the narrative (e.g., page numbers). If any of these four elements are not addressed in the project narrative, you must upload a statement in Part 6 that addresses the required element(s). To do so, please create and upload a pdf document or Word document with your narrative in this section—consistent with Grants.gov guidelines (i.e. .pdf document, etc.) – that addresses these application requirements.

2. Describe how the project will recruit qualified Indian individuals, such as students who may not be of traditional college age, to become teachers, principals, or school leaders. Applicants may address this requirement in their project narrative, for example, under selection criterion Quality of Project Design, sub-criterion (2).
3. Describe how the project will use funds made available under the grant to support recruitment, preparation, and professional development of Indian teachers or principals in local education agencies (including BIE-funded schools) that have a high proportion of Indian students. Applicants may address these requirements in their project narrative responses to selection criterion Quality of Project Design, sub-criterion (3), and Quality of Project Services, sub-criteria (1) and (3).
4. Describe how the project will assist participants in meeting the payback requirements. Applicants may address this requirement in their project narrative responses to Quality of Project Services, sub-criterion (5).
5. Describe how the application meets either Absolute Priority One or Two. The description of the two years of induction services could be addressed in the project narrative, under Quality of Project Services, sub-criterion (4). The numeric participant goals could be addressed under Quality of Project Design, sub-criterion (1).

Application Requirements: Required if Applicable

For consortium applicants, complete and valid consortium agreement that includes applicable signatures and dates using the consortium agreement form provided in this document.

If applying as an Indian organization, demonstrate that the entity meets the definition of “Indian organization” (Documentation of Indian Organization).

Indirect Cost Rate Agreement, if your budget request includes indirect costs.

Competitive Preference Priority One: Tribal Applicants, is for applicants that are either a solo Indian Tribe, Indian organization, or tribal college or university (as defined in section 316 of the Higher Education Act of 1965) (TCU), or a consortium IF the lead applicant for the consortium is the Indian tribe, Indian organization, or TCU. A solo TCU does not need to apply as part of a consortium, if they are accredited and can award the level of degree required by the project. All other Tribal entities must upload a PDF version of the consortium application of eligible entities signed by all parties that meets the requirements of 34 CFR 75.127 through 75.129 and includes an Indian tribe, Indian organization, or TCU. Note that a Tribe or Indian organization must include a TCU as partner in order to be eligible for a grant. ,.

Competitive Preference Priority Two, Consortium Applicants, Non-Tribal Lead, is for applicants that are not eligible for Competitive Preference Priority One (i.e., the lead applicant is non-tribal), but has a consortium or partnership whose members include an Indian tribe, Indian organization, or TCU. Upload a PDF version of your signed and dated consortium agreement of eligible entities that meets the requirements of [34 CFR 75.127 through 75.129](#).

Competitive Preference Priority Three: Pre-service Administrator Training for Work in Tribal educational agencies (TEAs), is for projects that meet Absolute Priority Two and include training on working for a TEA, and opportunities for participants to work with or for TEAs during the training period; and include efforts by the applicant to place participants in administrator jobs in TEAs following program completion. Upload a PDF version of signed letter of support from the appropriate entity (see Frequently Asked Questions on page 11).

Competitive Preference Priority Four: Pre-service Administrator Training for School Start-ups, is for projects that meet Absolute Priority Two and include training to support the capacity of school leaders to start new schools that serve Indian students, such as charter schools or schools transitioning from BIE-operated to Tribally controlled; and include efforts by the applicant to place participants in administrator jobs with entities planning to start or transition a school to serve Indian students. Upload a PDF version of a signed letter of support from the appropriate entity (see Frequently Asked Questions on page 11).

Competitive Preference Priority Five: Promoting Effective Instruction in Classrooms and Schools, is for projects that are designed to address increasing the opportunities for high-quality preparation of, or professional development for, teachers or other educators of science, technology, engineering, math, or computer science (as defined in this notice).. If you request these competitive preference priority points but have not addressed this priority in the last section of your project narrative, you have the option to attach additional narrative here that describes how your project will adhere to this priority. To do so, create and upload a pdf document– consistent with Grants.gov guidelines (i.e. .pdf document).

PROFESSIONAL DEVELOPMENT PROGRAM CONSORTIUM AGREEMENT SAMPLE TEMPLATE

Certain entities that apply to the Professional Development Program are required to do so as consortium applicants, and must enter into a binding agreement with each other. To assist consortium applicants, the Department has prepared a sample consortium agreement. Consortia are not required to use this sample and should consult with their attorneys on what is most appropriate for their consortia. The following sample is an example of a consortium agreement between an institution of higher education (IHE) and an Indian tribe, but there are other entities that may enter into a consortium. As stated in the Notice Inviting Applications for this competition, the eligible entities are:

- (1) An IHE or a Tribal College or University (TCU);
- (2) A State educational agency in consortium with an IHE or TCU;
- (3) A local educational agency (LEA) in consortium with an institution of higher education;
- (4) An Indian Tribe or Indian organization in consortium with an IHE or TCU; or
- (5) A Bureau of Indian Education (BIE)-funded school, in consortium with at least one TCU, where feasible.

Note that the eligibility of an applicant that is an IHE or TCU, or an applicant requiring a consortium with any IHE or TCU, requires that the IHE or TCU be accredited to provide the coursework and level of degree or Native American language certificate required by the project.

I. General Agreement

This agreement is between University A and Tribe B.

University A certifies that it is a Institution of Higher Education (as defined by 34 CFR § 263.3).

Tribe B certifies that it is an Indian tribe.

Both parties are applying in consortium for the Professional Development Program Grant for Fiscal Year (FY) __ in accordance with 34 CFR § 75.127-129.

II. Designated Lead Applicant

University A agrees to act on behalf of both parties as the designated lead applicant (as required by 34 CFR §75.128(a)(1)).

III. Legal Responsibilities

Both parties acknowledge that they are legally responsible to do the following if they are selected to receive the grant:

- (a) Carry out the activities in Section IV below; and
- (b) Use the funds that it receives under the agreement in accordance with 34 CFR part 263 and all other Federal requirements that apply to the grant.

University A acknowledges that, if the consortium is awarded funds, as the designated lead applicant it is legally responsible for the following:

- (a) The use of all grant funds;
- (b) Ensuring that the program is carried out by the group in accordance with Federal requirements; and
- (c) Ensuring that indirect cost funds are determined as required under 34 CFR § 75.564(e).

IV. Activities

As required under 20 USC § 7442(d), grant funds must be used for activities that provide support and training for Indian individuals in a manner consistent with the purpose of the Professional Development Program. Below are the activities both parties have agreed to perform:

University A agrees to:

(Please list the program-specific activities that your organization agrees to perform. The activities below are examples of possible activities.)

- (1) Provide teacher training that will lead to a bachelor's degree in education before the end of the award period, and that enables the individuals to meet the requirements for full State certification or licensure as a teacher; and
- (2) Train teachers in specialized teaching areas.

Tribe B agrees to:

(Please list the program-specific activities that your organization agrees to perform. The activities below are examples of possible activities.)

- (1) Recruit potential students to enter into the Professional Development program;
- (2) Assist students with job placement in local education agencies (including BIE-funded schools) that serve a high proportion of Indian students;
- (3) Consult with University A to carefully select a pedagogy as well as teachers and elders to participate as mentors in the two- year induction service;
- (4) Provide training in cultural competence for the University teaching staff; and
- (5) Act as the liaison with local BIE-funded schools.

Both parties agree to:

(These activities may be included in every agreement, and additional ones can be added.)

- (1) Have regular meetings with one another;
- (2) Cooperate in developing and implementing the project; and
- (3) Ensure that all students in the program are aware of and understand the pay-back requirements and conditions of participating in the Professional Development Program.

V. Modification

This agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

VI. Applicable Period

The consortium agreement will remain valid for the life of the grant, including the initial project period and any approved no-cost extension.

VII. Authorization

Designated Lead Applicant | Authorized Representative Signature:

University A has authorized me to sign on its behalf to participate in this consortium agreement. I certify to the best of my knowledge that the information provided in this agreement is accurate, and that University A will comply with the provisions of the Professional Development Grant program. As a member of the consortium agreement, University A agrees to be bound by all of the requirements and assurances of this agreement. University A understands that it is legally responsible for carrying out the activities it has agreed to perform in this agreement and use the funds it receives under this agreement in accordance with all Federal requirements applicable to the Professional Development Grant.

Signature of Designated Lead Applicant Authorized Representative

Printed Name and Title

Date

Entity Applying in Consortium | Authorized Representative Signature:

Tribe B has authorized me to sign on its behalf to participate in this consortium agreement. I certify to the best of my knowledge that the information provided in this agreement is accurate, and that Tribe B will comply with the provisions of the Professional Development Grant program. As a member of the consortium agreement, Tribe B agrees to be bound by all of the requirements and assurances of this agreement. Tribe B understands that it is legally responsible for carrying out the activities it has agreed to perform in this agreement and using the funds it receives under this agreement in accordance with the Federal requirements for the Professional Development Grant.

Signature of Entity Applying as Consortium Authorized Representative

Printed Name and Title

Date

Part 7: Assurances and Certifications

Be certain to complete all required assurances and certifications in [Grants.gov](https://www.grants.gov), and include all required information in the appropriate place on each form. The assurances and certifications required for this application are:

- 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
- Assurances for Non-Construction Programs (SF 424B Form)

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 4040-0013. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information,

including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (4040-0013), Washington, DC 20503

Instructions for Meeting the General Education Provisions Act (GEPA) Section 427 Requirements

All applicants for new awards **must** include information in their applications to address this new provision in order to receive funding under this program.

Section 427 **requires** each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

A general statement of an applicant's nondiscriminatory hiring policy is **not** sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Please review the Notice to all Applicants (included in the electronic application package in Grants.gov) for further information on meeting the provisions in the Department of Education's General Education Provisions Act (GEPA).

Applicants are **required** to address this provision by attaching a statement (not to exceed three pages) to the **ED GEPA 427 form** that is included in the electronic application package in Grants.gov.

Part 8: Intergovernmental Review of Federal Programs (Executive Order 12372)

This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. However, federally-recognized Tribes are not subject to the intergovernmental review requirements. **III. Reporting and Accountability**

Successful applicants with multi-year grants must submit an annual performance report (APR) demonstrating their progress in meeting approved project objectives. Grantees must also provide the most current financial and performance measure data for each year of the project.

At the end of the project period, applicants will also be required to submit a **final performance report (FRP)**.

Government Performance and Results Act (GPRA) Measures

Under the Government Performance and Results Act (GPRA), performance indicators have been established to evaluate the overall effectiveness of the Demonstration Grant program. The GPRA Indicators can be found in the Notice Inviting Applications for this program.

For specific requirements on grantee reporting, please go to the ED Performance Report Form 524B at <https://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

IV. Legal and Regulatory Information

Notice Inviting Applications:

Program Statute: ESEA section 6122, 20 U.S.C. 7442.

Program Regulations 34 CFR part 263, available at:

<https://ecfr.federalregister.gov/current/title-34/subtitle-B/chapter-II/part-263>