

U.S. DEPARTMENT OF EDUCATION
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
DIVISION OF ACADEMIC AND TECHNICAL EDUCATION
WASHINGTON, D.C. 20202

**Fiscal Year 2025
Native American Career and Technical Education Program
(NACTEP) Grant
Application Instructions**

(Assistance Listing Number 84.101A)



<http://cte.ed.gov/>

APPLICATION CLOSING DATE:
DATE 2025

FORM APPROVED: OMB Number 1894-0006
EXPIRATION DATE:

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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 1894-0006. Public reporting burden for this collection of information is estimated to average 40 hours 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. The obligation to respond to this collection is voluntary. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the NACTEP grant program team in the Office of Career, Technical and Adult Education (OCTAE) at NACTEP@ed.gov directly.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

Dear Applicant:

On behalf of the U.S. Department of Education, thank you for your interest in the Native American Career and Technical Education Program (NACTEP) Grant, which is authorized by section 116 of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V). Through this competition, the Department seeks to award \$21 million in grant funds for projects that will improve career and technical education (CTE) for Native Americans and Alaska Natives. **Applications for FY 2025 NACTEP grant funds must be submitted through Grants.gov (<http://www.grants.gov>) no later than [REDACTED].**

In this document, we provide detailed instructions for the submission of applications that fully meet the requirements of the Notice Inviting Applications (NIA) for the NACTEP grant program that was published in the Federal Register on [REDACTED]. As noted in the NIA, we strongly encourage each potential applicant to notify us of its intent to submit an application by sending a short email message with the applicant organization's name and address to NACTEP@ed.gov with "Intent to Apply" in the email subject line. Applicants who do not provide this email notification may still apply for funding.

Finally, if you have other questions regarding the competition process, please send an email to NACTEP@ed.gov. Again, thank you for your interest in this competition and your commitment to improving the quality of student learning in schools across this country.

Sincerely,

Sharon Lee Miller

Director, Division of Academic and Technical Education Office of
Career, Technical, and Adult Education
U. S. Department of Education

II. BACKGROUND INFORMATION

Program Overview

The purpose of NACTEP is to improve career and technical education (CTE) programs for Native Americans and Alaska Natives, funded under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V or the Act).

Available Funding

- **Estimated Available Funds: \$21,000,000**

Note: Contingent upon the availability of funds and the quality of applications, the Department anticipates making awards for the first 12-month budget period using FY 2024 appropriations available in FY 2025 and FY 2025 appropriations available in FY 2026. The Department may make partial awards using FY 2024 appropriations available in FY 2025 and award the remaining funds using FY 2025 appropriations available in FY 2026 when they become available.

- **Estimated Range of Awards:** \$150,000 - \$650,000 for each 12-month project period (i.e., a total of approximately \$750,000 - \$3,250,000 over the full potential 60-month project period).
- **Estimated Average Size of Awards:** \$500,000 for each 12-month project period.
- **Estimated Number of Awards:** 30-35.
- **Project Period:** Up to 60 months.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in subsequent years from the list of unfunded applications from this competition.

Note: The Department is not bound by any estimates and does not set a maximum award in this notice.

Eligibility

The following applicants are eligible to apply under this competition. Definitions for these entities are included in the NACTEP Notice Inviting Applications (NIA):

(a) The following entities:

1. A federally recognized Indian Tribe;
2. A Tribal organization;
3. An Alaska Native entity; and
4. A Bureau-funded school, except for a Bureau-funded school proposing to use its award to support general education secondary school programs.

(b) Any Tribe, Tribal organization, Alaska Native entity, or eligible Bureau-funded school may apply individually or as part of a consortium with one or more eligible Tribes, Tribal organizations, Alaska Native entities, or eligible Bureau-funded schools. (Eligible applicants seeking to apply for funds as a consortium must meet the requirements in 34 CFR 75.127-75.129, which apply to group applications.)

Note: A Tribal college or university may apply as a Tribal organization if it meets the criteria set forth in the definition of a Tribal organization, above.

Note: If you are a nonprofit organization, under 34 CFR 75.51, you may demonstrate your nonprofit status by providing:

- (1) proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code;
- (2) a statement from a State taxing body or the State attorney general certifying that the organization is a nonprofit organization operating within the State and that no part of its net earnings may lawfully benefit any private shareholder or individual;
- (3) a certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or
- (4) any item described above if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.

Subgrantees: Under 34 CFR 75.708 (b) and (c), a grantee under this competition may award subgrants—to directly carry out project activities described in its application—to the following types of entities: institutions of higher education, nonprofit organizations, Tribal organizations, Bureau-funded schools operating a secondary school CTE program, or Alaska Native entities. The grantee may only award subgrants to entities it has identified in an approved application, including any amendments to an approved application.

Notice Inviting Applications

The full text of the NIA for the FY 2025 NACTEP competition can be found on the Federal Register Web site at: <https://www.federalregister.gov> and starting on [page 43](#).

Addressing Your Questions

The Department provides multiple avenues for interested applicants to ask questions to clarify their understanding of the NACTEP competition and process. In addition to accessing any pre-application webinar that may be posted on <https://cte.ed.gov/> of this application package, interested applicants may send their questions to NACTEP@ed.gov. Applicants should keep in mind that the Department cannot provide guidance on specific applications. Current information on this program can be found at <https://cte.ed.gov/>.

Intent to Apply

We will be able to develop a more efficient process for reviewing grant applications if we can anticipate the number of applicants that intend to apply for funding under this competition. Therefore, we strongly encourage each potential applicant to notify us of the applicant's intent to submit an application for funding by sending a short email message with the applicant organization's name and address to NACTEP@ed.gov with "Intent to Apply" in the email subject line. Applicants that do not provide this email notification may still apply for funding.

Applicant Guide

Please note that the NACTEP Application Package is for applicants to download and use as a guide only. The electronic application on [Grants.gov](https://grants.gov) consists of multiple mandatory forms that must be completed as well as narrative attachment forms that should be used to upload any file attachments. Follow the guidance provided on [Grants.gov](https://grants.gov) as well as the Grants.gov Submission Procedures and Tips for Applicants document located in this application instruction document for specific information on file sizes, file naming requirements, etc.

Application Narrative

The NACTEP grant application will use the following [Grants.gov](https://grants.gov) Narrative Forms:

☐ **ED Abstract Narrative Form**

The ED Abstract Narrative Form is where you will attach your project abstract. Specific instructions on what to include in the abstract are on **page 17** of this application package.

☐ **Project Narrative Form**

The Project Narrative Form is where you will attach your responses to the Program Requirements, Application Requirements (d) through (f), and the selection criteria. Applicants should include a Table of Contents. Specific instructions are included starting on **page 18** of this application package.

☐ **Budget Narrative Form**

The Budget Narrative Form is where you will attach a line-item budget (ED 524) and budget narratives for the proposed project, including your responses to application requirements (b) and (c). The budget narratives should project all costs of the proposed project. The budget should reflect an annual budget for all 5 years of the proposed project. Specific instructions are included on **pages 31-36**.

NOTE: If you have multiple documents to be attached to one of the above narrative sections, it is recommended that you merge them into one .PDF file and upload them to the appropriate narrative.

☐ **Other Attachments Form** (upload appendices here)

Applicants should attach all appendices to the Other Attachments Form. For each appendix, applicants are asked to save files as a .PDF, label each file with the Appendix name and upload the file to the Other Attachments Form. The Other Attachments Form can support up to ten attachments.

Ensure that you only attach the U.S. Department of Education approved file types detailed in the NIA (read-only, non-modifiable .pdf files). 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.

III. APPLICATION SUBMISSION INFORMATION

Application Submission Deadline

The deadline for submission of applications for the FY 2025 NACTEP competition as through [Grants.gov](https://www.grants.gov) is 11:59:59 PM EST on **____, 2025.**

Common Instructions

The Department's Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045), and available at: <https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs>.

Grants.gov Submission Procedures and Tips for Applicants

IMPORTANT – PLEASE READ FIRST (updated February 2022)

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

Browser Support

The latest versions of Microsoft Internet Explorer (IE), Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues. Grants.gov no longer provides support for Microsoft Internet Explorer 9 or below.

For additional information or updates, please see the [Grants.gov](https://www.grants.gov) Browser information in the Applicant FAQs: <http://www.grants.gov/web/grants/applicants/applicant-faqs.html#browser>

ATTENTION – Workspace, Adobe Forms and PDF Files

[Grants.gov](https://www.grants.gov) applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application. For each funding opportunity announcement (FOA), you can create individual instances of a workspace.

Below is an overview of applying on [Grants.gov](https://www.grants.gov). For access to complete instructions on how to apply for opportunities, refer to: <https://www.grants.gov/web/grants/applicants/workspace-overview.html>

- 1) Create a Workspace: Creating a workspace allows you to complete it online and route it through your organization for review before submitting.
- 2) Complete a Workspace: Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.

- a. Adobe Reader: If you decide not to apply by filling out web forms you can download individual PDF forms in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drives, then accessed through Adobe Reader.

NOTE: Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at: <https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>

- b. Mandatory Fields in Forms: In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.
 - c. Complete SF-424 Fields First: The forms are designed to fill in common required fields across other forms, such as the applicant's name, address, and Unique Entity Identifier (UEI) Number. Once it is completed, the information will transfer to the other forms.
- 3) Submit a Workspace: An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. [Grants.gov](https://www.grants.gov) recommends submitting your application package at least 24-48 hours prior to the close date to provide you with time to correct any potential technical issues that may disrupt the application submission.
 - 4) Track a Workspace Submission: After successfully submitting a workspace application, a [Grants.gov](https://www.grants.gov) Tracking Number (GRANTXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

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](https://www.grants.gov) registration involves many steps including registration on SAM (www.sam.gov), which usually takes approximately 7 to 10 business days, but can take longer depending on 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](https://www.grants.gov), and before you can submit an application through [Grants.gov](https://www.grants.gov). For detailed information on the Registration Steps, please go to: <http://www.grants.gov/web/grants/register.html>. Please note that your organization will need to update its SAM registration annually.

To register in [SAM.gov](http://www.sam.gov), click on the "Get Started" link under the "Register Your Entity..." heading in [SAM.gov](http://www.sam.gov). Grantees, and other entities wanting to do business with the U.S. Department of Education (e.g., entities applying for a grant), that are not already registered in [SAM.gov](http://www.sam.gov) must complete the "Register Entity" registration option and NOT the "Get a Unique Entity ID" option. The "Get a Unique Entity ID" option, which is not a full registration, is only available to entities for reporting purposes. Failing to complete the "Register Entity" option may result in loss of funding, loss of applicant eligibility, and/or delays in receiving a grant award. Information about SAM is available at www.SAM.gov. To further assist you with registering in SAM or

updating your existing SAM registration, see the [Quick Start Guide for Grant Registrations](#) and the Entity Registration Video at <https://sam.gov/content/entity-registration>.

- 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.

You must provide the UEI on your application that was used when you registered as an Authorized Organization Representative (AOR) on [Grants.gov](#). This UEI is assigned to your organization in SAM at the time your organization registers in SAM. If you do not enter the UEI assigned by SAM on your application, [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 Reader 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.

IV. 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>

We discourage paper applications, but if electronic submission is not possible (e.g., you do not have access to the internet),

(1) you must provide a prior written notification that you intend to submit a paper application and (2) your paper application must be postmarked by the application deadline date. If you submit your prior written notification by email, it must be received by the Department no later than 14 calendar days before the application deadline date. If you mail your notification to the Department, it must be postmarked no later

than 14 calendar days before the application deadline date (See the [2022 Common Instructions](#) for detailed instructions regarding this procedure).

V. HELPFUL HINTS WHEN WORKING WITH GRANTS.GOV

Please go to <http://www.grants.gov/web/grants/support.html> for help with Grants.gov. 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> as well as additional information on Workspace at <https://www.grants.gov/web/grants/applicants/applicant-faqs.html#workspace>.

VI. SLOW INTERNET CONNECTIONS

When using a slow internet connection, such as a dial-up connection, to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g., cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. Failure to fully upload an application by the deadline date and time will result in your application being marked late in the G5 system. **If you do not have access to a high-speed internet connection, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than 14 calendar days before the application deadline date.** (See the Federal Register notice for detailed instructions and the [2022 Common Instructions](#).)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

- When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in either Portable Document Format (PDF) or Microsoft Word. Although applicants have the option of uploading any narrative sections and all other attachments to their application in either PDF or Microsoft Word, we **recommend** applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.
- 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.

Grants.gov System Maintenance

Please keep in mind that the [Grants.gov](https://www.grants.gov) system will not be available for use during the times listed below.

Date	Details
December 21-23, 2024	Scheduled Maintenance Outage: Production System will go Offline Saturday December 21, 2024 at 12:01 AM ET. Production System will go Online Monday December 23, 2024 at 6:00 AM ET.
January 18-20, 2025	Scheduled Maintenance Outage: Production System will go Offline Saturday January 18, 2025 at 12:01 AM ET. Production System will go Online Monday January 20, 2025 at 6:00 AM ET.

VII. APPLICATION COMPONENT CHECKLIST

Applicants should review this optional checklist once they believe they have completed their applications. The checklist contains all mandatory parts of the application. The Application Checklist is optional; however, applicants are strongly encouraged to fill in the checklist or something similar, to ensure that all requirements have been addressed and to ensure that program staff and peer reviewers can find the information in your application that addresses each applicable element from the NIA.

Reminder that all forms are available on Grants.gov. You may also find forms at: [Grant Application and Other Forms \(ed.gov\)](#).

Part 1: Preliminary Documents

- ☐ Application for Federal Assistance (SF 424)
- ☐ Department of Education Supplemental Information for SF 424
- ☐ ED Grant Application Form for Project Objectives and Performance Measures Information

Part 2: Budget Information

- ☐ Department of Education Budget Summary Form (ED 524)

Part 3: ED Abstract Form

- ☐ ED Abstract Narrative

Part 4: Project Narrative Attachment Form

- ☐ Project Narrative

Part 5: Budget Narrative Attachment Form

- ☐ Budget Narrative

Part 6: Other Attachments Form (Recommended Labels for Appendices)

- ☐ Appendix A: Signed consortium agreement, if applicable
- ☐ Appendix B: Individual Resumes for Project Director and Key Personnel Appendix C: Letters of Commitment from project partners, if applicable
- ☐ Appendix D: Current Indirect Cost Rate Agreement
- ☐ Appendix E: List of proprietary information found in the application, if applicable
- ☐ Appendix F: Demonstration of nonprofit status, if applicable

Part 7: Assurances and Certifications

- ☐ General Education Provisions Act (GEPA) Requirements – Section 427 (ED GEPA 427)
- ☐ Disclosure of Lobbying Activities (Standard Form LLL) [optional form]
- ☐ Assurances – Non-Construction Programs (SF 424B)

Part 8: Intergovernmental Review (Executive Order 12372)

- ☐ State Single Point of Contact (SPOC) List

PART 1: PRELIMINARY FORMS

Required Forms

Electronic copies and instructions for the required forms can be downloaded at the following address: <https://www2.ed.gov/fund/grant/apply/appforms/appforms.html> and can be found in the Grants.gov submission package.

Application for Federal Assistance (Form SF 424)

<https://www2.ed.gov/fund/grant/apply/appforms/sf-424-core-form.pdf>

Applicants may consider attaching their documentation for eligibility requirements to the SF 424 Form. The entity name as listed on the SF-424 (Box 8a) must be the legal name of an entity eligible for a NACTEP grant.

ED Supplemental Information for SF 424

<https://www2.ed.gov/fund/grant/apply/appforms/sf424edsuppl.pdf>

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

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. 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.

Grant Application Form for Project Objectives and Performance Measures

Please download the fillable Grant Application Form for Project Objectives and Performance Measures Information at: <https://www2.ed.gov/fund/grant/apply/appforms/1897-0017.pdf>

Note: Instructions for all of the standard forms (SF-424, ED-524, and SF-424 Supplemental, etc.), will follow the forms included elsewhere in the application package.

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 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:

See the following link for additional information: <https://www2.ed.gov/fund/grant/apply/appforms/ed524.pdf>:

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. Provide a breakdown of the costs associated with each trip and justification for the costs.

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 \$10,000 per article. Lower limits may be established to maintain consistency with the applicant's policy. Indicate the amount of equipment that is being purchased, the cost per unit, and the justification of purchases that links to the project narrative.

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. Identify who is being contracted with, the amount of the contract (this should include a breakdown of the major service components of the contract and the costs of each portion) and an explanation of what the services are being provided by the contractor.

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, direct assistant to students (e.g., tuition, industry certification fees, etc.), and communication

and printing costs. Do not include costs that are included in the indirect cost rate.

If considering costs related to meals, please first refer to the Department's guidance:
<https://www2.ed.gov/policy/fund/guid/uniform-guidance/fags-grantee-conferences.doc>.

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

Indirect Costs (line 10): Indicate the applicant's approved indirect cost rate, per sections 75.560 – 75.564 of EDGAR. If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant may, if permitted by the Department use a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to the Department's website at: <http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html>. Applicants are to negotiate restricted indirect cost rates under this program, NACTEP (34 CFR 75.563).

Training Stipends (line 11): Indicate the amount of stipend, the number of grant participants receiving the stipends and the justification for the stipend. Please make sure that training stipends are placed under this line item and not under "Personnel" or "Other."

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).

PART 3: ED ABSTRACT FORM

Eligible applicants must submit an abstract. The abstract should be attached as a single document to the ED Abstract Form in accordance with the instructions found on [Grants.gov](https://grants.gov). The abstract should be no more than 1-2 paragraphs, [limited to 2000 characters], and should include the following items:

- The primary goal of the project;
- A succinct description of key project objectives and activities;
- A brief description of the key uses of grant funds;
- The number of students to be served;
- Location of the proposed project;
- A list of all participating partners in the project, if applicable; and,
- Project Director and Key Personnel

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.

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. 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, the priorities, and requirements, as specified in the NIA. The Project Narrative should follow the order of the Selection Criteria. It should contain clear headings to help the Department staff and peer reviewers match the narrative with the selection criteria because the application will be evaluated and scored against these criteria. Also, when addressing the criteria, applicants are encouraged to make explicit connections to the absolute priority, competitive preference priorities and invitational priority, if applicable, and requirements.

- 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. The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the project abstract, the resumes, the bibliography, or the letters of support. However, the recommended page limit does apply to all of the application narrative.

Priorities

While the Priority information is provided below for applicants’ convenience, applicants should be sure to review the full NIA for this competition in the Federal Register. The priority is explained in detail in the NIA.

Absolute Priority

For FY 2025, and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet the Absolute Priority. The priority is:

Absolute Priority 1—Authorized Program.

To meet this priority, applicants must propose and carry out a career and technical education program consistent with the Carl D. Perkins Act of 2006. (20 U.S.C. 2302(5))

Note: If an applicant with an open NACTEP grant receives a grant under this competition, they must demonstrate that the activities and objectives of the grant will not duplicate or overlap with the expenses, activities, and objectives of other open grants with the same or similar activities and objectives. (2 CFR 200.403 and 200.404)

Requirements

The FY 2025 NACTEP competition NIA includes two application and three program requirements. Applicants are required to respond to all requirements within the project narrative.

In addressing the application requirements, applicants must clearly identify which application requirement they are addressing. Except as otherwise provided, an applicant may choose to respond to each requirement separately or in the context of the applicant's responses to the selection criteria. All applicants must meet the application requirements to be considered for funding. Application requirements are noted with each criterion.

Application Requirement 1 --Demonstration of Eligibility.

- (1) An eligible applicant (as determined by the Act) must include documentation in its application showing that it and, if appropriate, its consortium members are eligible to apply.
- (2) As defined in the Indian Self-Determination and Education Assistance Act (ISDEAA) (25 U.S.C. 5304(l)), the term "Tribal organization" means the recognized governing body of any Indian Tribe; any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body or which is democratically elected by the adult members of the Indian community to be served by such organization and which includes the maximum participation of Indians in all phases of its activities: provided, that in any case where a contract is let or grant made to an organization to perform services benefiting more than one Indian Tribe, the approval of each such Indian Tribe shall be a prerequisite to the letting or making of such contract or grant. In accordance with this statutory definition, any Tribal organization proposing to provide NACTEP services for the benefit of more than one Indian Tribe must first obtain the approval of each Indian Tribe it proposes to serve and must submit documentation of such approval with its NACTEP application and that documentation of Tribal approval is a prerequisite to the awarding of a NACTEP grant to any Tribal organization proposing to serve more than one Indian Tribe. (Notice of Final Requirements).

Application Requirement 2 -- Career and technical education agreement.

Any applicant that is not proposing to provide CTE directly to its students and proposes instead to use NACTEP funds to pay one or more qualified educational entities to provide education to its students must include with its application a written career and technical education agreement between the applicant and that entity. This written agreement must describe the commitment between the applicant and each educational entity and must include, at a minimum, a statement of the responsibilities of the applicant and the entity. The agreement must be signed by the appropriate individuals on behalf of each party, such as the authorizing official or president of a Tribe or Tribal organization, a college president, or a college dean. (Notice of Final Requirements).

The three program requirements for this program:

Program Requirement 1—Authorized Use of NACTEP Funds:

Section 116(c) of the Act requires that funds awarded under NACTEP be used to carry out "career and

technical education programs” (20 U.S.C. 2326(c), as the term “career and technical education” is defined by the Act as amended by the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2302(5)). Grantees may use funds awarded under NACTEP to—

- (1) Provide preparatory, refresher, and remedial education services that are designed to enable students to achieve success in career and technical education programs or programs of study.
- (2) Provide stipends to students who are enrolled in career and technical education programs and who have acute economic needs which cannot be met through work-study programs. Stipends shall not exceed reasonable amounts as prescribed by the Secretary.

Note: As noted in the section on Eligibility above, and consistent with section 116 (b)(1) of Perkins V, a Bureau-funded secondary school is not eligible to directly apply for NACTEP funds for its general education secondary school program.

Note: Each organization, Tribe, or entity receiving assistance under this section may consolidate such assistance in a 477 plan in accordance with the provisions of the Indian Employment, Training and Related Services Demonstration Act of 1992 (25 U.S.C. 3401 et seq.) 20 U.S.C. 23236(f). Consistent with that statute, any request to consolidate NACTEP funds into a 477 plan must be made separately to the U.S. Department of Interior.

Program Requirement 2—Direct Assistance to Students:

A grantee may provide direct assistance to students if the following conditions are met:

- (1) The recipient of the direct assistance is an individual who is a member of a special population and who is participating in the grantee’s NACTEP project.
- (2) The direct assistance is needed to address barriers to the individual's successful participation in that project.
- (3) The direct assistance is part of a broader, more generally focused program or activity to address the needs of an individual who is a member of a special population.

Note: Direct assistance to individuals who are members of special populations is not, by itself, a “program or activity for special populations.”

- (4) The grant funds used for direct assistance must be expended to supplement, and not supplant, assistance that is otherwise available from non-Federal sources. (20 U.S.C. 2391(a)). For example, generally, a postsecondary educational institution could not use NACTEP funds to provide child care for single parents if non-Federal funds previously were made available for this purpose, or if non-Federal funds are used to provide child care services for single parents participating in non-CTE programs and these services otherwise would have been available to CTE students in the absence of NACTEP funds.
- (5) In determining how much of the NACTEP grant funds it will use for direct assistance to an eligible student, a grantee must consider whether the specific services to be provided are a reasonable and necessary cost of providing CTE programs for special populations. However, the Assistant Secretary does not envision a circumstance in which it would be a reasonable and necessary expenditure of NACTEP project funds for a grantee to use a majority of a project's budget to pay direct assistance to students, in lieu of providing the students served by the project with CTE. (Notice of Final Requirements).

Program Requirement 3—ISDEAA Statutory Hiring Preference:

- (1) Awards that are primarily for the benefit of Indians are subject to the provisions of section 7(b) of the Indian Self-Determination and Education Assistance Act (ISDEAA) (Pub. L. 93-638). That section requires that, to the greatest extent feasible, a grantee—
 - (i) Give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and
 - (ii) Give to Indian organizations and to Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in the award of subcontracts and subgrants in connection with the administration of the grant. (25 U.S.C. 5307(b))
- (2) For purposes of Requirement 3, an Indian is a member of any federally recognized Indian Tribe. (25 U.S.C. 5304(d))

Selection Criteria for Project Narrative

The Project Narrative should describe the project that an applicant would carry out if funded and include the eligible applicant's response to the selection criteria since the application will be evaluated and scored against these criteria. The maximum possible score for each selection criterion is indicated in the NIA and in this application package. Each criterion includes the factors that reviewers will consider in determining the extent to which an applicant meets the criterion. All applicants are required to respond to each of the selection criteria in the NIA published in the Federal Register. Peer reviewers will assess applications based on the selection criteria. No outside factors, such as personal knowledge of past performance, or subjective judgments about what an application should contain may be considered. Please note that within each criterion factors have specific points associated with them. The application should be a comprehensive design for the proposed project. Therefore, reviewers will be directed to read the application in its entirety to determine the overall quality of the proposed project and the quality of the applicant's response to each criterion.

Peer reviewer comments and scores reflect the overall assessment of the quality of the response. Comments indicate why the applicant's response to each selection criterion is excellent, very good, good, fair, poor, or not addressed. Scores indicate how well or poorly the applicant responded to a selection criterion.

Suggested Point Ranges for Rating Applicant Responses to the Selection Criteria

This suggested scoring range chart will be provided to peer reviewers to assist in the reviewing and scoring of the eligible applicant's response to the selection criteria. It is included here for the applicants' reference. Reviewers can use this when scoring each factor that correspond to each criterion. Scores indicate how well or poorly the applicant responded to a selection criterion.

Shown below are suggested point ranges for an evaluation of each sub-criterion of the selection criteria:

Maximum point value	Quality of applicant's response per sub-criterion			
	Not Addressed	Partially Developed	Good	Excellent
2	0	1	1-2	2
3	0	1	2	3
4	0	1-2	3	4
5	0	1-2	3-4	5
6	0	1-3	4-5	6
7	0	1-3	4-6	7

8	0	1-4	5-7	8
9	0	1-4	5-8	9
10	0	1-5	6-9	10
11	0	1-5	6-10	11
12	0	1-6	7-11	12
13	0	1-6	7-12	13
14	0	1-7	8-13	14
15	0	1-7	8-14	15
16	0	1-8	9-15	16

Selection Criteria

(a) Need for project (up to 11 points).

In determining the need for the proposed project, we consider the following factors:

- (1) The extent to which the proposed project involves, coordinates with, or encourages Tribal economic development plans. (20 U.S.C 2326 (e)(1)). (Up to 5 points).
- (2) The extent of the need for the services to be provided or the activities to be carried out by the proposed project, as evidenced by data on such phenomena as local labor market demand or occupational trends, or from surveys, recommendations from accrediting agencies, or Tribal economic development plans. (Notice of Final Requirements). (Up to 3 points)
- (3) The extent to which the proposed project will provide support, resources, or services; or otherwise address the needs of the target population, including addressing the needs of underserved populations most affected by the issue, challenge, or opportunity, to be addressed by the proposed project and close gaps in educational opportunity. (34 CFR 75.210(a)(2)(iii)). (Up to 3 points)

(b) Quality of the Project Design (up to 26 points).

In determining the quality of the design of the proposed project, we consider the following factors:

- (1) The extent to which the proposed project proposes specific, measurable targets, connected to strategies, activities, resources, outputs, and outcomes, and uses reliable administrative data to measure progress and inform continuous improvement. (34 CFR 75.210(c)(2)(v)). (Up to 16 points).
- (2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs, as evidenced by the applicant's description of programs and activities that align with the target population's needs. (Notice of Final Requirements). (Up to 10 points).

(c) Quality of Project Services (up to 24 points).

In determining the quality of the services to be provided by the proposed project, we consider the following factors:

- (1) The quality and sufficiency of strategies for ensuring equitable and adequate access and participation for project participants who experience barriers based on one or more of the following: economic disadvantage; gender; race; ethnicity; color; disability; age; language; living in a rural location; experiencing homelessness or housing insecurity; involvement with the justice system; and pregnancy, parenting, or caregiver status. This determination includes the steps developed and described in the form Equity For Students, Teachers, And Other Program Beneficiaries (OMB Control No. 1894-0005) (section 427 of the General Education Provisions Act (20 U.S.C. 1228a)). (34 CFR 75.210(d)(2)). (Up to 12 points).
- (2) The extent to which the services to be provided by the proposed project will create opportunities for

students to receive an industry-recognized credential; become employed in high-skill, high-wage, and high-demand occupations; or both. (Notice of Final Requirements). (Up to 7 points).

- (3) The extent to which the training or professional development services to be provided by the proposed project would be of sufficient quality, intensity, and duration to lead to improvements in practice among the project staff and instructors, including the extent to which the proposed training and professional development plans address ways in which learning gaps will be addressed and how continuous review of performance will be conducted to identify training needs. (Notice of Final Requirements). (Up to 5 points).

(d) Adequacy of Resources (up to 19 points).

In determining the adequacy of resources for the proposed project, we consider the following factors:

- (1) The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (34 CFR 75.210(f)(2)(iii)). (Up to 7 points).
- (2) The relevance and demonstrated commitment (e.g., through written career and technical education agreements, memoranda of understanding, letters of support and commitment, or commitments to employ project participants, as appropriate) of the applicant, members of the consortium, local employers, or Tribal entities to be served by the project. (Notice of Final Requirements). (Up to 6 points).
- (3) The extent to which the costs are reasonable in relation to the number of persons to be served, the depth and intensity of services, and the anticipated results and benefits. (34 CFR 75.210(f)(2)(iv)). (Up to 6 points).

(e) Quality of Management Plan (up to 20 points).

In determining the quality of the management plan for the proposed project, we consider the following factors:

- (1) The feasibility of the management plan to achieve project objectives and goals on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (34 CFR 75.210(g)(2)(i)). (Up to 10 points).
- (2) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (Notice of Final Requirements). (Up to 5 points).
- (3) The extent to which the proposed project team maximizes diverse perspectives, for example by reflecting the lived experiences of project participants, or relevant experience working with the target population. (34 CFR 75.210(e)(3)(iv)). (Up to 5 points).

(f) Additional Selection Factor (up to 5 points).

In accordance with the requirement in section 116(e) of the Act, we have included the following additional selection factor from the Notice of Final Requirements:

We will award five points to applications from Tribally controlled colleges or universities that—

- (1) Are accredited or are candidates for accreditation by a nationally recognized accreditation organization as an institution of postsecondary CTE; or
- (2) Operate CTE programs that are accredited or are candidates for accreditation by a nationally recognized accreditation organization and issue certificates for completion of CTE programs (20 U.S.C. 2326(e)).

Review and Selection Process

We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality. In addition, in making a competitive grant award, the Secretary requires various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

Before making awards, we will screen applications submitted in accordance with the requirements in this notice to determine whether applications have met eligibility and other requirements. This screening process may occur at various stages of the review process; applicants that are determined to be ineligible will not receive a grant, regardless of peer reviewer scores or comments. Peer reviewers will read, prepare a written evaluation of, and score the assigned applications, using the selection criteria provided in this notice.

Risk Assessment and Special Conditions

Consistent with 2 CFR 200.206, before awarding grants under this competition the Department conducts a review of the risks posed by applicants. Under 2 CFR 200.208, the Secretary may impose special conditions and, under 2 CFR 3474.10, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

Integrity and Performance System

If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently \$250,000), under 2 CFR 200.206(a)(2) we must make a judgment about your integrity, business ethics, and record of performance under Federal awards – that is, the risk posed by you as an applicant – before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through SAM. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that, if the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds \$10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually. Please review the requirements in 2 CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive exceed \$10,000,000.

PART 5: BUDGET NARRATIVE

*The budget narratives should be attached as a **single** document to the Budget Narrative Attachment Form in accordance with the instructions found on [Grants.gov](https://grants.gov).*

Ensure that you only attach the U.S. Department of Education approved file types detailed in the NIA (read-only, non-modifiable .pdf files). Also, do not upload any password-protected files to your application. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters.

As of October 1, 2024, grant applicants must follow the provisions stated in the OMB Guidance for Federal Financial Assistance (89 FR 30046, April 22, 2024) when preparing an application. For more information about these regulations please visit: www.cfo.gov/resources-coffa/uniform-guidance/.

In accordance with 34 CFR 75.232, Department of Education staff perform a cost analysis of each project recommended for funding to ensure that costs relate to the activities and objectives of the project, are **reasonable, allowable, and allocable**. The budget should only include costs that are allowable, reasonable, and necessary for carrying out the objectives of the NACTEP project. The budget should include an annual budget for all 5 years of the proposed project. Rules about allowable costs are set out in 2 C.F.R. 200, as adopted by the Department at 2 C.F.R. 3474.

- Each application must also 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.
- 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 and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds and project activities and 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.
- Applicants may want to consider how their budget needs may change across the five years of the project period. For example: an applicant may propose larger start-up costs in the first year due to planned equipment purchases while another applicant may consider proposing a smaller budget in Year 1 because it will take time to begin implementation and to serve students.

Note for current NACTEP Grantees applying for a FY 2025 Grant: If an applicant with an open NACTEP grant receives a grant under this competition, they must demonstrate that the activities and objectives of the grant will not duplicate or overlap with the expenses, activities, and objectives of other open grants with the same or similar activities and objectives. (2 C.F.R. 200.403 and 200.404)

Important Notes

- 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
- For each line item of both Sections A (federal costs) and B (non-federal costs/ match costs) of the Budget Form (ED 524), provide detailed costs (in whole dollars) accompanied by a narrative justification to support your request.
- Please check all figures and combined totals in the budget narrative and compare the amounts with those reflected on the ED 524.

Federal Funding Request

This budget narrative must align with and break down the costs budgeted in **Section A of ED Form 524**. Section A should include all NACTEP funds requested in support of the proposed project.

In a **single** document attached to the **Budget Narrative Attachment Form**, each application must provide the following budget narrative for each year of the project:

See “Suggested Instructions for the Budget Narratives” for the expected format and level of detail.

Suggested Instructions 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 and the importance of each position to the success of the project.
- Provide the salary for each position under this project.
- Provide the amount of time (such as hours or percentage of time) to be spent by each position on this project. Consider and describe how staffing needs may change over the course of the project period and how costs may increase or decrease over the cost of the project.
- Project Director Time Commitment: Applicants are requested to provide the percent of the Project Director’s time that will be dedicated to the grant project if funded. For example, if the Project Director works 40 hours per week and spends 20 hours of that week working on grant activities, then the time commitment for the Project Director would be 50 percent. We suggest that applicants include this information in the budget narrative or that they add this information to the Project Director line on the Supplemental Information for Standard Form 424.
- Provide the basis for cost estimates or computations.
- Fees and expenses for consultants, if included, should be included under Contractual (line 6).

Example: The following scenario assumes that there is one .8 FTE project director who will be paid with NACTEP funds.

<i>Personnel:</i> The following personnel will be hired as employees of the project.	% FTE	Base Salary	Total
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Project Director (1): Jane Doe will be responsible for the overall NACTEP project. His qualifications are described in detail on page 24 of the application narrative.	.8 FTE or 80 percent	\$85,000	\$68,000
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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.
- Do not include fringe benefits for salaries and wages that are treated as part of the indirect cost.
- Leave the line blank if needed.

3. Travel

- Indicate the travel costs of employees and participants only. Include travel of persons such as contractors or consultants in the contractual section (line 6).
- Explain the purpose of the travel, how it aligns to the project goals and objectives, and who will travel.
- Provide an estimate for the number of trips and points of origin and destination.
- Provide an estimated cost for each trip with a breakdown of average projected costs for expenses such as airfare, local travel, hotel, and per diem. (see Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Programs- §200.474)

Example:

<i>Travel:</i>	# of Trips	\$ per trip	Total
Professional development conference: As described in the application narrative on page 19, 2 project staff will attend a summer training session. Projected travel expenses include the average airfare of \$400 each, in addition to a hotel room at \$150/night for three nights, local transportation of \$50, and per diem of \$50	2	\$1,050	\$2,100

4. Equipment

- Indicate the cost of tangible, non-expendable personal property that has a useful life 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 \$10,000 per article. Lower limits may be established to maintain consistency with the applicant's purchasing policy.
- Indicate the type and estimated unit cost for each item to be purchased.
- Provide strong justification of the need for items of equipment to be purchased.
- Provide the basis for cost estimates or computations.

Example:

<i>Equipment:</i> Consistent with our organization's policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$2,000 or more per unit.	Cost of Item	Item Description	Total
Laptop computers (3): Three laptop computers will be needed to support our administrative staff in supporting our CTE students.	\$2,100	Laptop computer	\$6,300
Advanced manufacturing equipment: As described on page 27 of the narrative, we plan to purchase a CNC router machine to support a new Engineering Career Pathway.	\$19,000	Router machine	\$19,000

5. Supplies

- Supplies purchased with grant funds should directly benefit the project, be reasonable for the performance of the project, and be necessary for achieving project goals.
- Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. Provide an estimate of 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.
- Individual pieces of equipment that are under \$10,000 per unit are generally considered supplies. However, as noted in the example under Equipment, an applicant's organization may have a different equipment policy.

6. Contractual

- 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.
- Describe the products to be acquired, and/or the professional services to be provided.
- Provide the purpose of the product(s) and/or services and their relation to project success.

Contractors are not to be named in an application since contracts will be competed following the award of a grant. If an applicant proposes in its application to use an existing contract or prior selection of any vendor for any activities to be supported with Federal NACTEP funds (or other Federal grant funds), the applicant must be prepared to demonstrate how it is in compliance with the "Procurement Practices" described in the "Application Information" section of this application package. Additionally, if an

applicant intends to take advantage of the flexibility allowed in 34C.F.R. 75.135 in order to use small purchase procurement procedures for contracts for data collection, data analysis, evaluation services or essential services, the applicant should carefully review the requirements in 34 C.F.R. 75.135 to ensure all required information is included in the application and budget narrative.

- Provide the projected cost per contractor and basis for cost estimates.
- 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.

Example:

Contractual:	Basis	Total
Our organization plans to contract with X Organization to provide professional development activities. Please see page 18 of the application narrative for more information about the work the contractor will execute.	Annual contract	\$6,5000

7. Construction

- Not applicable.

8. Other

- Indicate all direct costs not covered on lines 1-6. *Do not include costs that are included in the indirect cost rate.*
- List and identify items by major type or category (e.g., communications, printing, postage, professional development, etc.).
- Provide the purpose for the expenditures and their relation to the proposed comprehensive strategy that will be implemented during the project period.
- Provide the cost per item (printing = \$500, postage = \$150) and the basis for cost estimates or computations.
- The NACTEP NIA authorizes direct assistance to students if the conditions under Program Requirement 2 are met. If you propose to offer direct assistance to students, list and identify costs related to direct assistance to students, such as tuition, industry certification fees, equipment costs, transportation fees, childcare costs, or technology.

9. Total Direct Costs

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

10. Indirect Costs

- The Department of Education (ED) generally reimburses a grantee for its indirect costs. These kinds of costs generally are recovered through an indirect cost rate that the grantee negotiates with its cognizant agency for indirect costs.
- The statute authorizing NACTEP contains a supplement- not- supplant provision that requires a reduction in the indirect cost rate so that costs that are unallowable under the supplement-not-supplant program

are not recovered through the indirect cost rate. To ensure that these types of costs are not recovered, ED has established a restricted indirect cost rate. The detailed requirements of restricted rates are in the Education Department General Administrative Regulations (EDGAR) at §§75.563 and 76.563-569.

- All grantees under supplement-not-supplant programs may only recover indirect costs at the restricted rate. For guidance on how to calculate the restricted rate, an applicant that already has a negotiated indirect cost rate and that plans to submit an application under this program should review ED's website at: <http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html>
- The applicant should then use this separate, restricted rate in projecting indirect costs in the budget submitted with its application.
- Applicants may have an accountant calculate a proposed restricted indirect cost rate using current information from their audited financial statements and actual cost data. Applicants should use this proposed restricted rate in their application materials and describe which of these methods they used to calculate the rate. Guidance related to calculating a restricted indirect cost rate can be found on ED's website at the above referenced link.
- Applicants must bear in mind that items of cost excluded from restricted indirect cost rates may not be charged to grants as direct cost items, nor may they be used to satisfy matching or cost-sharing requirements under a grant or charged to other Federal awards.
- If an applicant selected for funding under a restricted rate program has not already established a current indirect cost rate with its cognizant agency as a result of current or previous funding, ED generally will authorize the grantee to use a temporary rate of 10 percent of budgeted direct salaries and wages.
- Use of the temporary rate of 10 percent of budgeted direct salaries and wages is subject to the following limitations:
 1. The grantee must submit an indirect cost rate proposal to its cognizant agency within 90 days of ED issuing the GAN.
 2. If after the 90-day period, the grantee has not submitted an indirect cost rate proposal to its cognizant agency, the grantee may not charge its grant for indirect costs (except when ED finds exceptional circumstances) until it has negotiated an indirect cost rate agreement with its cognizant agency.
 3. The grantee may only recover indirect costs incurred on or after the date it submitted its indirect cost rate proposal to its cognizant agency or at the start of the of the project period, whichever of the two occurs later.
 4. The total amount of funds recovered by the grantee under the federally recognized indirect cost rate is reduced by the amount of indirect costs previously recovered under the temporary indirect cost rate.
 5. The grantee must obtain prior approval from ED to shift direct costs to indirect costs in order to recover indirect costs at a higher negotiated indirect cost rate.
 6. The grantee may not request additional funds to recover indirect costs that it cannot recover by shifting direct costs to indirect costs.
- If an applicant does not want to negotiate a restricted rate with its cognizant agency, the applicant has the option of charging indirect costs at 8 percent of the modified total direct costs (MTDC) of its grant for the life of the grant in accordance with EDGAR §76.564(c), unless ED determines that the actual restricted indirect cost rate is lower than 8 percent of MTDC. If a non-governmental applicant chooses

to charge indirect costs at 8 percent of its MTDC, it must maintain records available for audit, demonstrating that the applicant incurred indirect costs of at least 8 percent of MTDC.

- If this grant is made to a government under a program subject to a supplement-not-supplant requirement, the grantee must notify the cognizant agency that the grant is subject to a restricted indirect cost rate, as calculated under EDGAR §75.563 and §§76.564-76.569 and must provide ED's Indirect Cost Group with a copy of its indirect cost proposal. The Indirect Cost Group reviews the proposal and adjusts costs, as appropriate, to reduce the rate to the required restricted indirect cost rate.
- Applicants should be aware that ED is very often not the cognizant agency for its own grantees. For restricted indirect cost rates, ED will negotiate the rate with grantees and provide the approved restricted rate to the cognizant agency for inclusion on the rate agreement.
- Applicants with questions about using restricted indirect cost rates under this program should contact the program contact person shown in the NIA.

11. Training Stipends

- 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 or professional development offerings.
- Student stipends are authorized under NACTEP, if the conditions under Program Requirement 1 are met. If you elect to propose stipends for students in your application, you must provide the cost basis.
- Costs associated with professional development should be included under Other (line 8).

Example:

<i>Stipends:</i> Stipends will be provided to students, consistent with Program Requirement 1	Propose Stipend Amount	Total
CTE Stipend: As mentioned on pg. 26, Stipends will be offered to 25 students in CTE programming this year Students will be able to earn up to 12 hours per month for fall and spring semester (9 months).	\$12.00 per hour	\$32,400

12. Total Costs

- Sum total of direct costs, indirect costs, and stipends.
- Please provide total costs for each year and for the entire project period (60 months).

PART 6: OTHER ATTACHMENT FORM

Applicants should **attach all appendices to the Other Attachments Form**. For each appendix, applicants are asked to save files as a .PDF, label each file with the Appendix name and upload the file to the Other Attachments Form. The Other Attachments Form can support up to ten attachments.

Ensure that you only attach the U.S. Department of Education approved file types detailed in the NIA (read-only, non-modifiable .pdf files). 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.

Instructions for Appendix

Applicants are encouraged to follow the order below when uploading information to the Appendix:

- ☐ **Appendix A:** Signed consortium agreement, if applicable
- ☐ **Appendix B:** Individual Resumes for Project Director and Key Personnel
- ☐ **Appendix C:** Letters of Commitment from project partners, if applicable
- ☐ **Appendix D:** Current Indirect Cost Rate Agreement
- ☐ **Appendix E:** List of proprietary information found in the application, if applicable
- ☐ **Appendix F:** Demonstration of nonprofit status, if applicable

PART 7: ASSURANCES AND CERTIFICATIONS

Be certain to complete all required assurances and certifications in 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) Refer to instructions provided at the following link: https://apply07.grants.gov/apply/forms/instructions/SFLLL_2_0-V2.0-Instructions.pdf
- ☐ Grants.Gov Lobbying Form – “Certification Regarding Lobbying” (ED 80-013 Form) Refer to the instructions provided at the following link: https://apply07.grants.gov/apply/forms/instructions/GG_LobbyingForm-V1.1-Instructions.pdf
- ☐ General Education Provisions Act (GEPA) Requirements – Section 427 Refer to Form Overview and Instructions provided at the following link: <https://www2.ed.gov/fund/grant/apply/appforms/gepa-section-427-instructions-for-application-packages.pdf> (GEPA Form provided at the following link: <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>)

PART 8: INTERGOVERNMENTAL REVIEW (EXECUTIVE ORDER 12372)

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism--or the distribution of responsibility between localities, States, and the Federal government--by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for this review requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state.

Further information about the State Single Point of Contact process and a list of names by State can be found at: [Intergovernmental Review \(SPOC List\) \(whitehouse.gov\)](#)

States that are not listed on the page at the link above have chosen not to participate in the intergovernmental review process, and applicants may submit comments directly to the Department.

All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address:

The Secretary, EO 12372—84.101A
U.S. Department of Education
400 Maryland Avenue, SW., room 7E200
Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR §75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Eastern Time) on the closing date indicated in this notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. **Do not send applications to the above address.**

VIII. REPORTING AND ACCOUNTABILITY

Successful Applicants with multi-year grants must submit an annual performance report 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.

Performance Measures

The Department has established the following performance measures for purposes of Department reporting under 34 CFR 75.110, which it will use to evaluate the overall performance of the grantee's project, as well as NACTEP as a whole:

- (1) At the secondary level: An increase in—
 - (a) The percentage of CTE concentrators who graduate high school, as measured by—
 - a. The four-year adjusted cohort graduation rate (defined in section 8101 of ESEA); and
 - b. At the grantee's discretion, the extended-year adjusted cohort graduation rate (defined in section 8101 of ESEA);
 - (b) The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant CTE program earned through a dual or concurrent enrollment program or another credit transfer agreement;
 - (c) The percentage of CTE concentrators graduating from high school having participated in work-based learning;
 - (d) The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential; and
 - (e) The percentage of CTE concentrators who, after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program, or are employed.
- (2) At the postsecondary level: An increase in—
 - (a) The percentage of CTE concentrators who remain enrolled in postsecondary education, are in advanced training, military service, or a service program, or are employed; and
 - (b) The percentage of CTE concentrators who receive a recognized postsecondary credential.

Project-Specific Performance Measures

Applicants may propose project-specific performance measures and performance targets consistent with the objectives of the proposed project. Examples of such project-specific performance measures could include student recruitment, student participation in work-based learning at the postsecondary level, and teacher and faculty participation in professional development.

Note: All grantees will be expected to submit a semi-annual and an annual performance report addressing these performance measures, to the extent that these performance measures apply to each grantee's NACTEP project.

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

IX. NOTICE INVITING APPLICATIONS

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Native American Career and Technical Education Program (NACTEP)

AGENCY: Office of Career, Technical, and Adult Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2025 for the Native American Career and Technical Education Program (NACTEP).

DATES:

Applications Available: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Notice of Intent to Apply: Applicants are strongly encouraged, but not required, to submit a notice of intent to apply by [INSERT DATE 30 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Transmittal of Applications: [INSERT DATE 60 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Intergovernmental Review: [INSERT DATE 120 DAYS AFTER PUBLICATION IN THE FEDERAL REGISTER.]

Pre-Application Webinar Information: For information about a pre-application webinar or potential future webinars, visit the Perkins Collaborative Resource Network (PCRN) at <http://cte.ed.gov/>.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on December 7, 2022 (87 FR 75045), and available at

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

FOR FURTHER INFORMATION CONTACT: Patti Beltram, Ed.D., U.S. Department of Education, 400 Maryland Avenue, SW, Room 4A115, Washington, DC 20202. Telephone: (202) 987-1370. Email: NACTEP@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: NACTEP provides grants to improve career and technical education (CTE) programs that are consistent with the purposes of the Carl D. Perkins Career and Technical Education Act of 2006 (the Act or Perkins V), and that benefit Native Americans and Alaska Natives.

Assistance Listing Number: 84.101A.

OMB Control Number: 1894-0006.

Background: This notice invites applications for a NACTEP competition that implements section 116 of the Act. Section 116 of the Act authorizes the Secretary of Education (Secretary) to award grants to, or enter into cooperative agreements or contracts with, Indian Tribes, Tribal organizations, and Alaska Native entities to operate CTE projects that improve CTE for Native American and Alaska Native students.

Under section 116 of the Act, a Bureau-funded school (as defined in this notice) is not eligible to apply for NACTEP funds for its general education program. Its application must be to carry out a supplemental CTE program in its secondary school.

Tribal Consultation: In accordance with the Department's commitment to engage in regular and meaningful

consultation and collaboration with Indian Tribes, the Office of Career, Technical, and Adult Education (OCTAE) and the White House Initiative on American Indian and Alaska Native Education conducted a Tribal Consultation regarding NACTEP on July 23, 2024. Consistent with its trust responsibility to Tribes and its Tribal Consultation Policy, the Department sought views from elected officials of federally recognized Tribes as well as stakeholders and educators from the Tribal community to inform the Department’s policy decisions related to potential grant competition priorities, the timing of the program’s project performance period, funding available under the Perkins V state formula grant, and grant consolidation under the provisions of Public Law 115-93, the Indian Employment, Training and Related Services Consolidation Act of 2017 (25 U.S.C. 3401 et seq.), which amended the Indian Employment and Related Services Demonstration Act of 1992, Public Law 102-477 (related to which a Tribe may submit a “477 plan”). The consultation also included discussion of student stipends, direct assistance to students, and the independent evaluation requirement established by the notice of final requirements, definitions, and selection criteria for this program (Notice of Final Requirements), published in the *Federal Register* on February 26, 2013 (78 FR 12955). Representatives from participating Tribal nations expressed the need for flexibility in the program in order to address locally identified needs, noting continued interest in CTE programs that support careers in the trades, including plumbing, electrical, carpentry, and construction. Other Tribal stakeholders mentioned the need for CTE programs that prepare students for careers in cybersecurity and computer science, healthcare, math, early childhood education, and natural resource management. A few participants referenced the need for culturally competent programming and culturally responsive models that support indigenized curricula. Tribal leaders expressed a need for continued direct assistance to students under NACTEP to allow the use of funds for childcare, transportation, and technology in order to support families through responsive programming. Tribal participants expressed an interest in utilizing NACTEP funding to strengthen cross-agency coordination to better support the transition between secondary and postsecondary education.

Executive Order 14112:

Executive Order 14112, “Reforming Federal Funding and Support for Tribal Nations to Better Embrace Our Trust Responsibilities and Promote the Next Era of Tribal Self-Determination”,¹ issued by President Joseph R. Biden on December 6, 2023, calls for Federal programs to provide Tribal Nations with the flexibility to improve economic growth, address the specific needs of their communities, and realize their vision for their future and for agencies to improve our Nation-to-Nation relationships by reducing administrative burdens and by administering funding in a manner that provides Tribal Nations with the greatest possible autonomy to address the specific needs of their people. Additionally, Executive Order 14112 requires Federal agencies to reduce barriers Tribal Nations face in accessing the Federal funding and resources for which they are eligible and that they need to help grow their economies and provide their citizens with important services. This NACTEP competition serves the goals of both the Executive Order and Perkins V. It provides an opportunity to reduce potential funding barriers for CTE programs by reducing the number of program and application requirements, which makes it easier for applicants and increases flexibility for programs that address locally-identified needs.

Priorities: This competition has one absolute priority. The Absolute Priority is from section 116 of the Act.

Absolute Priority: For FY 2025, and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet the Absolute Priority.

The priority is:

Authorized Program.

¹ Executive Office of the President, Executive Order 14112 (December 6, 2023), Reforming Federal Funding and Support for Tribal Nations to Better Embrace Our Trust Responsibilities and Promote the Next Era of Tribal Self-Determination, 88 FR 86021. Retrieved from: <https://www.federalregister.gov/documents/2023/12/11/2023-27318/reforming-federal-funding-and-support-for-tribal-nations-to-better-embrace-our-trust>.

To meet this priority, applicants must propose and carry out a career and technical education program consistent with the Carl D. Perkins Act of 2006. (20 U.S.C. 2302(5))

Note: If an applicant with an open NACTEP grant receives a grant under this competition, they must demonstrate that the activities and objectives of the grant will not duplicate or overlap with the expenses, activities, and objectives of other open grants with the same or similar activities and objectives. (2 CFR 200.403 and 200.404)

Requirements:

This notice includes two application and three program requirements that are based on statutory requirements or the Notice of Final Requirements. The source is noted after each requirement.

The application requirements are:

(1) *Demonstration of Eligibility.* (a) An eligible applicant (as determined by the Act) must include documentation in its application showing that it and, if appropriate, its consortium members are eligible to apply.

(b) As defined in the Indian Self-Determination and Education Assistance Act (ISDEAA) (25 U.S.C. 5304(l)), the term “Tribal organization” means the recognized governing body of any Indian Tribe; any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body or which is democratically elected by the adult members of the Indian community to be served by such organization and which includes the maximum participation of Indians in all phases of its activities: provided, that in any case where a contract is let or grant made to an organization to perform services benefiting more than one Indian Tribe, the approval of each such Indian Tribe shall be a prerequisite to the letting or making of such contract or grant. In accordance with this statutory definition, any Tribal organization proposing to provide NACTEP services for the benefit of more than one Indian Tribe must first obtain the approval of each Indian Tribe it proposes to serve and must submit documentation of such approval with its NACTEP

application and that documentation of Tribal approval is a prerequisite to the awarding of a NACTEP grant to any Tribal organization proposing to serve more than one Indian Tribe. (Notice of Final Requirements).

(2) *Career and technical education agreement.* Any applicant that is not proposing to provide CTE directly to its students and proposes instead to use NACTEP funds to pay one or more qualified educational entities to provide education to its students must include with its application a written career and technical education agreement between the applicant and that entity. This written agreement must describe the commitment between the applicant and each educational entity and must include, at a minimum, a statement of the responsibilities of the applicant and the entity. The agreement must be signed by the appropriate individuals on behalf of each party, such as the authorizing official or president of a Tribe or Tribal organization, a college president, or a college dean. (Notice of Final Requirements).

The program requirements are:

Requirement 1—Authorized Use of NACTEP Funds:

Section 116(c) of the Act requires that funds awarded under NACTEP be used to carry out “career and technical education programs” (20 U.S.C. 2326(c), as the term “career and technical education” is defined by the Act as amended by the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2302(5)). Grantees may use funds awarded under NACTEP to—

(1) Provide preparatory, refresher, and remedial education services that are designed to enable students to achieve success in career and technical education programs or programs of study.

(2) Provide stipends to students who are enrolled in career and technical education programs and who have acute economic needs which cannot be met through work-study programs. Stipends shall not exceed reasonable amounts as prescribed by the Secretary.

Note: As noted in the Eligibility section below, and consistent with section 116(b)(1) of Perkins V, a Bureau-funded secondary school is not eligible to directly apply for NACTEP funds for its general education secondary school program.

Note: Each organization, Tribe, or entity receiving assistance under this section may consolidate such assistance in a 477 plan in accordance with the provisions of the Indian Employment, Training and Related Services Demonstration Act of 1992 (25 U.S.C. 3401 et seq.) 20 U.S.C. 23236(f). Consistent with that statute, any request to consolidate NACTEP funds into a 477 plan must be made separately to the U.S. Department of Interior. Please see section IV on Application Submission for more information.

Requirement 2—Direct Assistance to Students:

A grantee may provide direct assistance to students if the following conditions are met:

(1) The recipient of the direct assistance is an individual who is a member of a special population and who is participating in the grantee’s NACTEP project.

(2) The direct assistance is needed to address barriers to the individual's successful participation in that project.

(3) The direct assistance is part of a broader, more generally focused program or activity to address the needs of an individual who is a member of a special population.

Note: Direct assistance to individuals who are members of special populations is not, by itself, a “program or activity for special populations”.

(4) The grant funds used for direct assistance must be expended to supplement, and not supplant, assistance that is otherwise available from non-Federal sources. (20 U.S.C. 2391(a)). For example, generally, a postsecondary educational institution could not use NACTEP funds to provide child care for single parents if non-Federal funds previously were made available for this purpose, or if non-Federal funds are used to provide

child care services for single parents participating in non-CTE programs and these services otherwise would have been available to CTE students in the absence of NACTEP funds.

(5) In determining how much of the NACTEP grant funds it will use for direct assistance to an eligible student, a grantee must consider whether the specific services to be provided are a reasonable and necessary cost of providing CTE programs for special populations. However, the Assistant Secretary does not envision a circumstance in which it would be a reasonable and necessary expenditure of NACTEP project funds for a grantee to use a majority of a project's budget to pay direct assistance to students, in lieu of providing the students served by the project with CTE. (Notice of Final Requirements).

Requirement 3—ISDEAA Statutory Hiring Preference:

(1) Awards that are primarily for the benefit of Indians are subject to the provisions of section 7(b) of the Indian Self-Determination and Education Assistance Act (ISDEAA) (Pub. L. 93-638). That section requires that, to the greatest extent feasible, a grantee—

(i) Give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and

(ii) Give to Indian organizations and to Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in the award of subcontracts and subgrants in connection with the administration of the grant. (25 U.S.C. 5307(b))

(2) For purposes of Requirement 3, an Indian is a member of any federally recognized Indian Tribe. (25 U.S.C. 5304(d))

Definitions: These definitions are from the Act or the Notice of Final Requirements. The source of each definition is noted after the definition.

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

Services Poverty Guidelines. (Notice of Final Requirements).

Alaska Native or Native means a citizen of the United States who is a person of one-fourth degree or more Alaska Indian (including Tsimshian Indians not enrolled in the Metlaktla Indian Community²) Eskimo, or Aleut blood, or a combination thereof. The term includes—

(a) Any Native, as so defined, either or both of whose adoptive parents are not Natives; and

(b) In the absence of proof of a minimum blood quantum, any citizen of the United States who is regarded as an Alaska Native by the Native village or Native group of which he or she claims to be a member and whose father or mother is (or, if deceased, was) regarded as Native by any village or group. Any decision of the Secretary of the Interior regarding eligibility for enrollment will be final. (20 U.S.C. 2326(a)(1); 43 U.S.C. 1602(b)).

Alaska Native group means any Tribe, band, clan, village, community, or village association of Natives in Alaska composed of less than twenty-five Natives, who comprise a majority of the residents of the locality. (43 U.S.C. 1602(d)).

Alaska Native village means any Tribe, band, clan, group, village, community, or association in Alaska listed in sections 1610 and 1615 of the Alaska Native Claims Settlement Act, or that meets the requirements of chapter 33 of the Alaska Native Claims Settlement Act, and that the Secretary of the Interior determines was, on the 1970 census enumeration date (as shown by the census or other evidence satisfactory to the Secretary of the Interior, who shall make findings of fact in each instance), composed of twenty-five or more Natives. (43 U.S.C. 1602(c)).

Alaska regional corporation means an Alaska Native regional corporation established under the laws of the State of Alaska in accordance with the provisions of chapter 33 of the Alaska Native Claims Settlement Act. (43 U.S.C. 1602(g)).

² The correct name of this community is Metlakatla Indian Community. It is misspelled in the Alaska Native Claims Settlement Act, which is the source of this definition.

Alaska village corporation means an Alaska Native village corporation organized under the laws of the State of Alaska as a business for profit or nonprofit corporation to hold, invest, manage and/or distribute lands, property, funds, and other rights and assets for and on behalf of an Alaska Native village, in accordance with the terms of chapter 33 of the Alaska Native Claims Settlement Act. (43 U.S.C. 1602(j)).

Bureau means the Bureau of Indian Affairs of the U.S. Department of the Interior. (25 U.S.C. 2021(2)).

Bureau-funded school means—

(a) A Bureau-operated elementary or secondary day or boarding school or Bureau-operated dormitory for students attending a school other than a Bureau school. (25 U.S.C. 2021(3) and (4));

(b) An elementary school, secondary school, or dormitory that receives financial assistance for its operation under a contract, grant, or agreement with the Bureau under section 102, 103(a), or 208 of the ISDEAA (25 U.S.C. 5321, 5322(a), or 5355) or under the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2504 et seq.). (25 U.S.C. 2021(3) and (6)); or

(c) A school for which assistance is provided under the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2501 et seq.). (25 U.S.C. 2021(3)).

Career and technical education (CTE) means organized educational activities that—

(a) Offer a sequence of courses that—

(1) Provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the ESEA;

(2) Provides technical skill proficiency or a recognized postsecondary credential, which may include

an industry-recognized credential, a certificate, or an associate degree; and

(3) May include prerequisite courses (other than a remedial course)³ that meet the requirements of this paragraph (a);

(b) Include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;

(c) To the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and

(d) May include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the ESEA). (20 U.S.C. 2302(5)).

CTE concentrator means—

(a) At the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and

(b) At the postsecondary level, a student enrolled in an eligible recipient who has—

(1) Earned at least 12 credits within a career and technical education program or program of study; or

(2) Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (20 U.S.C. 2302(12))

³ Section 116(c)(2) of the Act provides that, notwithstanding the exclusion of remedial courses from the Act's definition of CTE, funds made available under NACTEP "may be used to provide preparatory, refresher, and remedial education services that are designed to enable students to achieve success in career and technical education programs or programs of study."

Direct assistance to students means tuition, dependent care, transportation, books, and supplies that are necessary for a student to participate in a CTE program or program of study supported with NACTEP funds. (Notice of Final Requirements).

In-demand industry sector or occupation means—

(a) An industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or

(b) An occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. (20 U.S.C. 2302(26); 29 U.S.C. 3102).

Indian means a person who is a member of an Indian Tribe. (20 U.S.C. 2302(27); 25 U.S.C. 5304(d)).

Indian Tribe means any Indian Tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (43 U.S.C. 1601 et seq.), which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. (20 U.S.C. 2302(27); 25 U.S.C. 5304(e)).

Institution of higher education means—

(a) An educational institution in any State that—

(1) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or persons who meet the requirements

of section 1091(d) of this title;

(2) Is legally authorized within such State to provide a program of education beyond secondary education;

(3) Provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;

(4) Is a public or other nonprofit institution; and

(5) Is accredited by a nationally recognized accrediting agency or association or, if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary of Education for the granting of pre-accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

(b) The term also includes—

(1) Any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provisions of paragraphs (1), (2), (4), and (5) of paragraph (a); and

(2) A public or nonprofit private educational institution in any State that, in lieu of the requirement in paragraph (a)(1) of this definition, admits as regular students individuals who are beyond the age of compulsory school attendance in the State in which the institution is located or, (B) who will be dually or concurrently enrolled in the institution and a secondary school. (20 U.S.C. 2302(30); 20 U.S.C. 1001(a) and (b)).

Professional development means activities that—

(a) are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of ESEA, or to achieve academic skills at the postsecondary level; and

(b) Are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and may include activities that—

(1) Improve and increase educators’—

(A) Knowledge of the academic and technical subjects;

(B) Understanding of how students learn; and

(C) Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(2) Are an integral part of eligible recipients’ improvement plans;

(3) Allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;

(4) Support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;

(5) Advance educator understanding of—

(A) Effective instructional strategies that are evidence-based; and

(B) Strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;

(6) Are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under the Act;

(7) Are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;

(8) As a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluations used to improve the quality of professional development;

(9) Are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

(10) Include instruction in the use of data and assessments to inform and instruct classroom practice;

(11) Include instruction in ways that educators may work more effectively with parents and families;

(12) Provide follow-up training to educators who have participated in activities described in this definition that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;

(13) Promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers; or

(14) Increase the ability of educators providing career and technical education instruction to stay current with industry standards. (20 U.S.C. 2302(40)).

Program of study means a coordinated, nonduplicative sequence of academic and technical content at

the secondary and postsecondary level that—

- (A) Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of ESEA;
- (B) Addresses both academic and technical knowledge and skills, including employability skills;
- (C) Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) Has multiple entry and exit points that incorporate credentialing; and
- (F) Culminates in the attainment of a recognized postsecondary credential. (20 U.S.C. 2302(41)).

Recognized postsecondary credential means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. (20 U.S.C. 2302(43); 29 U.S.C. 3102(52)).

Secondary school means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12. (20 U.S.C. 2302(44); 20 U.S.C. 7801(45)).

Special populations means—

- (a) Individuals with disabilities;
- (b) Individuals from economically disadvantaged families, including low-income youth and adults;
- (c) Individuals preparing for non-traditional fields; (d) Single parents, including single pregnant women;
- (e) Out-of-workforce individuals;

(f) English learners;

(g) Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(h) Youth who are in, or have aged out of, the foster care system; and

(i) Youth with a parent who—

(i) Is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

(ii) Is on active duty (as such term is defined in section 101(d)(1) of such title). (20 U.S.C. 2302(48)).

Support services means services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices. (20 U.S.C. 2302(50)).

Tribally controlled college or university means an institution of higher education that is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian Tribe or Tribes, except that no more than one such institution shall be recognized with respect to any such Tribe. (20 U.S.C. 2302(50); 25 U.S.C. 1801(a)(4)).

Tribal organization means the recognized governing body of any Indian Tribe; any legally established organization of Indians that is controlled, sanctioned, or chartered by such governing body or that is democratically elected by the adult members of the Indian community to be served by such organization and that includes the maximum participation of Indians in all phases of its activities: Provided, that, in any case where a contract is let or grant made to an organization to perform services benefiting more than one Indian Tribe, the approval of each such Indian Tribe shall be a prerequisite to the letting or making of such contract or grant. (20 U.S.C. 2302(53); 25 U.S.C. 5304(l)).

Work-based learning means sustained interactions with industry or community professionals in real

workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. (20 U.S.C. 2302 (55)).

Program Authority: 20 U.S.C. 2301, et seq., particularly 2326(a)–(g).

Note: Projects will be awarded and must be operated in a manner consistent with the nondiscrimination requirements contained in Federal civil rights laws.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget (OMB) Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Guidance for Federal Financial Assistance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) Notice of Final Requirements.

Note: As of October 1, 2024, grant applicants must follow the provisions stated in the OMB Guidance for Federal Financial Assistance (89 FR 30046, April 22, 2024) when preparing an application. For more information about these regulations please visit: www.cfo.gov/resources-coffa/uniform-guidance/.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian Tribes.

Note: The regulations in 34 CFR 86 apply to institutions of higher education only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: \$21,000,000.

Note: Contingent upon the availability of funds and the quality of applications, the Department anticipates making awards for the first 12-month budget period using FY 2024 appropriations available in FY 2025 and FY 2025 appropriations, if any, that become available in FY 2026. The Department may make partial awards

using FY 2024 appropriations available in FY 2025 and award the remaining funds using FY 2025 appropriations available in FY 2026 when they become available.

Contingent upon the availability of funds and the quality of applications, we may make additional awards later in FY 2026 or in subsequent years from the list of unfunded applications from this competition.

Estimated Range of Awards: \$150,000 to \$650,000 for each 12-month budget period (i.e., a total of approximately \$750,000 to \$3,250,000 for a full 60 month project period).

Estimated Average Size of Awards: \$500,000 for each 12-month budget period.

Estimated Number of Awards: 30-35.

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

Project Period: Up to 60 months.

III. Eligibility Information:

1. *Eligible Applicants:* (a) The following entities are eligible to apply under this competition:

(1) A federally recognized Indian Tribe.

(2) A Tribal organization.

(3) An Alaska Native entity.

(4) A Bureau-funded school, except for a Bureau-funded school proposing to use its award to support general education secondary school programs.

(b) Any Tribe, Tribal organization, Alaska Native entity, or eligible Bureau-funded school may apply individually or as part of a consortium with one or more eligible Tribes, Tribal organizations, Alaska Native entities, or eligible Bureau-funded schools. (Eligible applicants seeking to apply for funds as a consortium must meet the requirements in 34 CFR 75.127-75.129, which apply to group applications.)

Note: A Tribal college or university may apply as a Tribal organization if it meets the criteria set forth in the definition of a Tribal organization, above.

Note: If you are a nonprofit organization, under 34 CFR 75.51, you may demonstrate your nonprofit status by providing: (1) proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code; (2) a statement from a State taxing body or the State attorney general certifying that the organization is a nonprofit organization operating within the State and that no part of its net earnings may lawfully benefit any private shareholder or individual; (3) a certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or (4) any item described above if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.

2. a. *Cost Sharing or Matching:* This program does not require cost sharing or matching.

b. *Supplement-Not-Supplant:* This competition involves supplement-not-supplant funding requirements. In accordance with section 211(a) of the Act (20 U.S.C. 2391(a)), funds under this program may not be used to supplant non-Federal funds used to carry out CTE activities. Further, the prohibition against supplanting also means that grantees will be required to use their negotiated restricted indirect cost rates under this program. (34 CFR 75.563)

We caution applicants not to plan to use funds under NACTEP to replace otherwise available non-Federal funding for direct assistance to students and family assistance programs. For example, NACTEP funds must not be used to supplant Tribal and other non-Federal funds with Federal funds in order to pay the costs of students' tuition, dependent care, transportation, books, supplies, and other costs associated with participation in a CTE program.

Funds under NACTEP should not be used to replace Federal student financial aid. The Act does not authorize the Secretary to fund projects that serve primarily as entities through which students may apply for and receive tuition and other financial assistance.

c. *Indirect Cost Rate Information:* This program uses a restricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www.ed.gov/about/ed-offices/fo#Indirect-Cost-Division.

d. *Administrative Cost Limitation:* This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to Cost Principles described in 2 CFR part 200 subpart E of the Guidance for Federal Financial Assistance.

e. *Limitation on Services:* Section 215 of the Act (20 U.S.C. 2395) forbids the use of Perkins funds for the education of students prior to the middle grades. The term middle grades refers to grades 5 through 8, as defined in section 8101 of ESEA.

3. *Subgrantees:* Under 34 CFR 75.708 (b) and (c), a grantee under this competition may award subgrants—to directly carry out project activities described in its application—to the following types of entities: institutions of higher education, nonprofit organizations, Tribal organizations, Bureau-funded schools operating a secondary school CTE program, or Alaska Native entities. The grantee may only award subgrants to entities it has identified in an approved application, including any amendments to an approved application.

IV. Application and Submission Information

1. *Application Submission Instructions:* Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on December 7, 2022 (87 FR 75045) and available at www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs, which contain requirements and information on how to submit an application.

Note: OCTAE invites an applicant to indicate whether it intends to consolidate its NACTEP grant funds into a current or future 477 plan in accordance with the provisions of Public Law 115-93, the Indian Employment, Training and Related Services Consolidation Act of 2017 (25 U.S.C. 3401 et seq.). Consistent with that

statute, any request to consolidate NACTEP funds into a 477 plan must be made separately to the U.S. Department of Interior. For further information on the integration of grant funds under this program and related programs, contact the Division of Workforce Development, Office of Indian Services, Bureau of Indian Affairs, U.S. Department of the Interior at Office of Indian Services, Division of Workforce Development, Bureau of Indian Affairs, 1849 C Street NW, MS-3645-MIB, Washington, DC 20245, Telephone: (202) 219-3938.

NACTEP grantees who are in their last year of NACTEP funding from a previous grant and have currently integrated that previous grant under an approved 477 plan must apply for a new NACTEP grant under this competition by submitting an application that meets all of the requirements included in this notice. If such an applicant receives a new NACTEP grant under this competition and wants to consolidate the new NACTEP grant in a 477 plan, it must notify the U.S. Department of Interior that it plans to do so.

2. *Submission of Proprietary Information:* Given the types of projects that may be proposed in applications for NACTEP, your application may include business information that you consider proprietary. In 34 CFR 5.11 we define “business information” and describe the process we use in determining whether any of that information is proprietary and, thus, protected from disclosure under Exemption 4 of the Freedom of Information Act (5 U.S.C. 552, as amended).

Because we plan to make successful applications available to the public on the Department's website, you may wish to request confidentiality of business information.

Consistent with Executive Order 12600 (Predisclosure Notification Procedures for Confidential Commercial Information), please designate in your application any information that you believe is exempt from disclosure under Exemption 4. In the appropriate Appendix section of your application, under “Other Attachments Form,” please list the page number or numbers on which we can find this information. For additional information please see 34 CFR 5.11(c).

3. *Intergovernmental Review*: This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition.

4. *Funding Restrictions*: We reference regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

5. *Recommended Page Limit*: The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to 35 pages and (2) use the following standards:

- A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, 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, and no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the one-page abstract, the resumes, the bibliography, or the letters of support. However, the recommended page limit does apply to all of the application narrative.

6. *Notice of Intent to Apply*: The Department will be able to review grant applications more efficiently if we know the approximate number of applicants that intend to apply. Therefore, we strongly encourage each potential applicant to notify us of their intent to submit an application. To do so, please email the program contact person listed under FOR FURTHER INFORMATION CONTACT with the subject line “Intent to Apply,” and include the applicant’s name and a contact person’s name and email address. Applicants that do

not submit a notice of intent to apply may still apply for funding; applicants that do submit a notice of intent to apply are not bound to apply or bound by the information provided.

V. Application Review Information

1. *Selection Criteria*: The selection criteria for this program are from section 116(e) of Perkins V (20 U.S.C. 2326(e)), the Notice of Final Requirements, or 34 CFR 75.210. The source is noted after each criterion.

The maximum score for each criterion is indicated in parentheses.

(a) *Need for project* (Up to 11 points). In determining the need for the proposed project, we consider the following factors:

(1) The extent to which the proposed project involves, coordinates with, or encourages Tribal economic development plans. (20 U.S.C. 2326(e)(1)). (Up to 5 points).

(2) The extent of the need for the services to be provided or the activities to be carried out by the proposed project, as evidenced by data on such phenomena as local labor market demand or occupational trends, or from surveys, recommendations from accrediting agencies, or Tribal economic development plans. (Notice of Final Requirements). (Up to 3 points)

(3) The extent to which the proposed project will provide support, resources, or services; or otherwise address the needs of the target population, including addressing the needs of underserved populations most affected by the issue, challenge, or opportunity, to be addressed by the proposed project and close gaps in educational opportunity. (34 CFR 75.210(a)(2)(iii)). (Up to 3 points)

(b) *Quality of the project design* (Up to 26 points). In determining the quality of the design of the proposed project, we consider the following factors:

(1) The extent to which the proposed project proposes specific, measurable targets, connected to strategies, activities, resources, outputs, and outcomes, and uses reliable administrative data to measure progress and inform continuous improvement. (34 CFR 75.210(c)(2)(v)). (Up to 16 points).

(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs, as evidenced by the applicant's description of programs and activities that align with the target population's needs. (Notice of Final Requirements). (Up to 10 points).

(c) *Quality of the project services* (Up to 24 points). In determining the quality of the services to be provided by the proposed project, we consider the following factors:

(1) The quality and sufficiency of strategies for ensuring equitable and adequate access and participation for project participants who experience barriers based on one or more of the following: economic disadvantage; gender; race; ethnicity; color; disability; age; language; living in a rural location; experiencing homelessness or housing insecurity; involvement with the justice system; and pregnancy, parenting, or caregiver status. This determination includes the steps developed and described in the form Equity For Students, Teachers, And Other Program Beneficiaries (OMB Control No. 1894-0005) (section 427 of the General Education Provisions Act (20 U.S.C. 1228a)). (34 CFR 75.210(d)(2)). (Up to 12 points).

(2) The extent to which the services to be provided by the proposed project will create opportunities for students to receive an industry-recognized credential; become employed in high-skill, high-wage, and high-demand occupations; or both. (Notice of Final Requirements). (Up to 7 points).

(3) The extent to which the training or professional development services to be provided by the proposed project would be of sufficient quality, intensity, and duration to lead to improvements in practice among the project staff and instructors, including the extent to which the proposed training and professional development plans address ways in which learning gaps will be addressed and how continuous review of performance will be conducted to identify training needs. (Notice of Final Requirements). (Up to 5 points).

(d) *Adequacy of resources* (Up to 19 points). In determining the adequacy of resources for the proposed project, we consider the following factors:

(1) The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (34 CFR 75.210(f)(2)(iii)). (Up to 7 points).

(2) The relevance and demonstrated commitment (e.g., through written career and technical education agreements, memoranda of understanding, letters of support and commitment, or commitments to employ project participants, as appropriate) of the applicant, members of the consortium, local employers, or Tribal entities to be served by the project. (Notice of Final Requirements). (Up to 6 points).

(3) The extent to which the costs are reasonable in relation to the number of persons to be served, the depth and intensity of services, and the anticipated results and benefits. (34 CFR 75.210(f)(2)(iv)). (Up to 6 points).

(e) *Quality of the management plan* (Up to 20 points). In determining the quality of the management plan for the proposed project, we consider the following factors:

(1) The feasibility of the management plan to achieve project objectives and goals on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (34 CFR 75.210(g)(2)(i)). (Up to 10 points).

(2) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (Notice of Final Requirements). (Up to 5 points).

(3) The extent to which the proposed project team maximizes diverse perspectives, for example by reflecting the lived experiences of project participants, or relevant experience working with the target population. (34 CFR 75.210(e)(3)(iv)). (Up to 5 points).

2. *Additional Selection Factor*: In accordance with the requirement in section 116(e) of the Act, we have included the following additional selection factor from the Notice of Final Requirements:

We will award five points to applications from Tribally controlled colleges or universities that—

- (a) Are accredited or are candidates for accreditation by a nationally recognized accreditation organization as an institution of postsecondary CTE; or
- (b) Operate CTE programs that are accredited or are candidates for accreditation by a nationally recognized accreditation organization and issue certificates for completion of CTE programs (20 U.S.C. 2326(e)).

3. *Review and Selection Process:* We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

4. *Risk Assessment and Special Conditions:* Consistent with 2 CFR 200.206, before awarding grants under this competition, the Department conducts a review of the risks posed by applicants. Under 2 CFR 200.208, the Secretary may impose special conditions and, under 2 CFR 3474.10, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

5. *Integrity and Performance System:* If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently \$250,000), under 2 CFR 200.206(a)(2) we must make a judgment about your integrity, business ethics, and record of

performance under Federal awards--that is, the risk posed by you as an applicant--before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through the System for Award Management (SAM). You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that, if the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds \$10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually. Please review the requirements in 2 CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive exceed \$10,000,000.

VI. Award Administration Information

1. *Appeal process:* Any applicant denied funding under this NACTEP competition may request a hearing to review the Secretary's decision not to make the award. The Secretary will implement the appeal process in accordance with the procedures in 34 CFR 401.1. In accordance with those procedures, any applicant denied funding will have 30 calendar days to make a written request to the Secretary for a hearing to review the Secretary's decision. (25 U.S.C. 5321(b); 34 CFR 401.1).

2. *Indian Self-Determination Contracts:* Section 116(b)(2) of the Act provides that grants or contracts awarded under section 116 of the Act are subject to the terms and conditions of section 102 of the ISDEAA (25 U.S.C. 5321) and must be conducted in accordance with the provisions of sections 4, 5, and 6 of the Act of April 16, 1934 (25 U.S.C. 5345-5347) (Johnson-O'Malley Act), that are relevant to the programs administered under section 116(b) of the Act. The Act of April 16, 1934, authorizes the Secretary of the Interior to enter into contracts for the education of Indians and other purposes. Section 102 of the ISDEAA authorizes Indian Tribes to request self-determination contracts from the Department of Interior. Accordingly,

an Indian Tribe or Tribal organization that has applied to the Secretary for funding under NACTEP and has been notified of its selection to be a funding recipient may submit a request to both the Secretary of Education (via the contact person listed under FOR FURTHER INFORMATION CONTACT) and the relevant Department of Interior contact person to operate its NACTEP project through a section 102 Indian self-determination contract.

After successful applicants are selected under this NACTEP competition, the Secretary will review any requests to operate a project under an Indian self-determination contract pursuant to the ISDEAA. If a request for an Indian self-determination contract is approved, the Indian Tribe or Tribal organization submitting the request will be required, to the extent possible, to operate its project in accordance with the ISDEAA, relevant provisions in sections 4, 5, and 6 of the Act of April 16, 1934 (25 U.S.C. 5345-5347), the Act, and the non-statutory program requirements specified in this notice.

The CTE programs provided through an Indian self-determination contract would have to be substantively the same as were proposed in the initial NACTEP application and approved by the Department. Any Indian Tribe or Tribal organization that is selected to receive funding under this competition, but whose request to operate the project under an Indian self-determination contract is denied, may appeal the denial to the Secretary. If you have questions about ISDEAA self-determination contracts, please contact the person listed under FOR FURTHER INFORMATION CONTACT.

3. *Award Notices:* If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may also notify you informally.

If your application is not evaluated or not selected for funding, we notify you.

4. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

5. *Open Licensing Requirement:* Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works. Additionally, a grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. The dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements please refer to 2 CFR 3474.20.

6. *Reporting:* (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. See the standards in 2 CFR 170.105 to determine whether you are covered by 2 CFR part 170.

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance

reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

(c) Under 34 CFR 75.250(b), the Secretary may provide a grantee with additional funding for data collection analysis and reporting. In this case the Secretary establishes a data collection period.

7. *Performance Measures:* The Department has established the following performance measures for purposes of Department reporting under 34 CFR 75.110, which it will use to evaluate the overall performance of the grantee's project, as well as NACTEP as a whole:

(a) At the secondary level: An increase in—

(1) The percentage of CTE concentrators who graduate high school, as measured by—

(A) The four-year adjusted cohort graduation rate (defined in section 8101 of ESEA); and

(B) At the grantee's discretion, the extended-year adjusted cohort graduation rate (defined in section 8101 of ESEA);

(2) The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant CTE program earned through a dual or concurrent enrollment program or another credit transfer agreement;

(3) The percentage of CTE concentrators graduating from high school having participated in work-based learning;

(4) The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential; and

(5) The percentage of CTE concentrators who, after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program, or are employed.

(b) At the postsecondary level: An increase in—

(1) The percentage of CTE concentrators who remain enrolled in postsecondary education, are in

advanced training, military service, or a service program, or are employed; and

- (2) The percentage of CTE concentrators who receive a recognized postsecondary credential.

Project-Specific Performance Measures:

In addition to the performance measures noted above, applicants may propose project-specific performance measures and performance targets consistent with the objectives of the proposed project. Examples of such project-specific performance measures could include student recruitment, student participation in work-based learning at the postsecondary level, and teacher and faculty participation in professional development.

Note: All grantees will be expected to submit a semi-annual and an annual performance report addressing these performance measures, to the extent that these performance measures apply to each grantee's NACTEP project.

6. *Continuation Awards:* In making a continuation award under 34 CFR 75.253, the Secretary considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application.

In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Other Information

Accessible Format: On request to the program contact person listed under FOR FURTHER INFORMATION

CONTACT, individuals with disabilities can obtain this document and a copy of the application package in an accessible format. The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3, braille, large print, audiotape, compact disc, or other accessible format.

Electronic Access to This Document: The official version of this document is the document published in the *Federal Register*. You may access the official edition of the *Federal Register* and the Code of Federal Regulations at www.govinfo.gov. At this site you can view this document, as well as all other Department documents published in the *Federal Register*, in text or Portable Document Format (PDF). To use PDF, you must have Adobe Acrobat Reader, which is available free at the site.

You may also access Department documents published in the *Federal Register* by using the article search feature at www.federalregister.gov. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

*Luke Rhine,
Acting Assistant Secretary
for Career, Technical, and Adult Education.*

X. AUTHORIZING LEGISLATION

NACTEP is authorized under Section 116 of the Carl D. Perkins Career and Technical Education Act of 2006, as amended by Perkins V.

Section 116. [20 U.S.C. 2326] NATIVE AMERICAN PROGRAMS.

(a) DEFINITIONS.—In this section:

(1) ALASKA NATIVE⁴.—The term “Alaska Native” means a Native as such term is defined in section 3 of the Alaska Native Claims Settlement Act (43 U.S.C. 1602).

(2) BUREAU-FUNDED SCHOOL.—The term “Bureau-funded school” has the meaning given the term in section 1141 of the Education Amendments of 1978 (25 U.S.C. 2021).

(3) NATIVE HAWAIIAN⁵.—The term “Native Hawaiian” means any individual any of whose ancestors were natives, prior to 1778, of the area which now comprises the State of Hawaii.

(4) NATIVE HAWAIIAN⁴ ORGANIZATION.—The term “Native Hawaiian organization” has the meaning given the term in section 6207 of the NativeHawaiian Education Act (20 U.S.C. 7517).

(b) PROGRAM AUTHORIZED.—

(1) AUTHORITY.—From funds reserved under section 111(a)(1)(B)(i), the Secretary shall make grants to or enter into contracts with Indian Tribes, Tribal organizations, and Alaska Native entities to carry out the authorized programs described in subsection (c), except that such grants or contracts shall not be awarded to secondary school programs in Bureau-funded schools.

(2) INDIAN TRIBES AND TRIBAL ORGANIZATIONS.—The grants or contracts described in this section that are awarded to any Indian Tribe or Tribal organization shall be subject to the terms and conditions of section 102 of the Indian Self-Determination Act (25 U.S.C. 5321) and shall be conducted in accordance with the provisions of sections 4, 5, and 6 of the Act of April 16, 1934 (25 U.S.C. 5345–5347), which are relevant to the programs administered under this subsection.

(3) SPECIAL AUTHORITY RELATING TO SECONDARY SCHOOLS OPERATED OR SUPPORTED BY THE BUREAU OF INDIAN EDUCATION.—An Indian Tribe, a Tribal organization, or an Alaska Native entity, that receives funds through a grant made or contract entered into under paragraph (1) may use the funds to provide assistance to a secondary school operated or supported by the Bureau of Indian Education to enable such school to carry out career and technical education programs.

(4) MATCHING.—If sufficient funding is available, the Bureau of Indian Education shall expend an amount equal to the amount made available under this subsection, relating to programs for Indians, to pay a part of the costs of programs funded under this subsection. During each fiscal year the Bureau of Indian Education shall expend not less than the amount expended during the prior fiscal year on career and technical education programs, services, and technical activities administered directly by, or under contract with, the Bureau of Indian Education, except that in no year shall funding for such programs, services, and activities be provided from

⁴ So in law. The casing of the word “NATIVE” in the heading for paragraph (1) should read “NATIVE”.

⁵ So in law. The casing of the word “HAWAIIAN” in the heading for paragraphs (3) and (4) should read “HAWAIIAN”.

accounts and programs that support other Indian education programs. The Secretary and the Director of the Bureau of Indian Education shall prepare jointly a plan for the expenditure of funds made available and for the evaluation of programs assisted under this subsection. Upon the completion of a joint plan for the expenditure of the funds and the evaluation of the programs, the Secretary shall assume responsibility for the administration of the program, with the assistance and consultation of the Bureau of Indian Education.

(5) REGULATIONS.—If the Secretary promulgates any regulations applicable to paragraph (2), the Secretary shall—

(A) confer with, and allow for active participation by, representatives of Indian Tribes, Tribal organizations, and individual Tribal members; and

(B) promulgate the regulations under subchapter III of chapter 5 of title 5, United States Code, commonly known as the “Negotiated Rulemaking Act of 1990”.

(6) APPLICATION.—Any Indian Tribe, Tribal organization, or Bureau-funded school eligible to receive assistance under this subsection may apply individually or as part of a consortium with another such Indian Tribe, Tribal organization, or Bureau-funded school.

(c) AUTHORIZED ACTIVITIES.—

(1) AUTHORIZED PROGRAMS.—Funds made available under this section shall be used to carry out career and technical education programs consistent with the purpose of this Act.

(2) SPECIAL RULE.—Notwithstanding section 3(5)(A)(iii), funds made available under this section may be used to provide preparatory, refresher, and remedial education services that are designed to enable students to achieve success in career and technical education programs or programs of study.

(3) STIPENDS.—

(A) IN GENERAL.—Funds received pursuant to grants or contracts awarded under subsection (b) may be used to provide stipends to students who are enrolled in career and technical education programs and who have acute economic needs which cannot be met through work-study programs.

(B) AMOUNT.—Stipends described in subparagraph (A) shall not exceed reasonable amounts as prescribed by the Secretary.

(d) GRANT OR CONTRACT APPLICATION.—In order to receive a grant or contract under this section, an organization, Tribe, or entity described in subsection (b) shall submit an application to the Secretary that shall include an assurance that such organization, Tribe, or entity shall comply with the requirements of this section.

(e) RESTRICTIONS AND SPECIAL CONSIDERATIONS.—The Secretary may not place upon grants awarded or contracts entered into under subsection (b) any restrictions relating to programs other than restrictions that apply to grants made to or contracts entered into with States pursuant to allotments under section 111(a). The Secretary, in awarding grants and entering into contracts under this section, shall ensure that the grants and contracts will improve career and technical education programs, and shall give special consideration to—

(1) programs that involve, coordinate with, or encourage Tribal economic development plans; and

(2) applications from tribally controlled colleges or universities that—

(A) are accredited or are candidates for accreditation by a nationally recognized accreditation organization as an institution of postsecondary career and technical education; or

(B) operate career and technical education programs that are accredited or are candidates for accreditation by a nationally recognized accreditation organization, and issue certificates for completion of career and technical education programs.

(f) CONSOLIDATION OF FUNDS.—Each organization, Tribe, or entity receiving assistance under this section may consolidate such assistance with assistance received from related programs in accordance with the provisions of the Indian Employment, Training and Related Services Demonstration Act of 1992 (25 U.S.C. 3401 et seq.).

(g) NONDUPLICATIVE AND NONEXCLUSIVE SERVICES.—Nothing in this section shall be construed—

(1) to limit the eligibility of any organization, Tribe, or entity described in subsection (b) to participate in any activity offered by an eligible agency or eligible recipient under this title; or

(2) to preclude or discourage any agreement, between any organization, Tribe, or entity described in subsection (b) and any eligible agency or eligible recipient, to facilitate the provision of services by such eligible agency or eligible recipient to the population served by such eligible agency or eligible recipient.

(h) NATIVE HAWAIIAN PROGRAMS.—From the funds reserved pursuant to section 111(a)(1)(B)(ii), the Secretary shall award grants to or enter into contracts with community-based organizations primarily serving and representing Native Hawaiians to plan, conduct, and administer programs, or portions thereof, which are authorized by and consistent with the provisions of this section for the benefit of Native Hawaiians.