U.S. DEPARTMENT OF EDUCATION

PRE-APPLICATION WEBINAR

HIGH SCHOOL EQUIVALENCY PROGRAM COLLEGE ASSISTANCE MIGRANT PROGRAM

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2 Introduction to Webinar Environment

OME Mission

To provide excellent leadership, technical assistance and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers and their families.

Objectives

- Review parts of the:
  - Notice Inviting Applications (NIA)
  - Application Instructions
- Offer question breaks
- What we can answer:
  - Questions relating to U.S. Department of Education (Department) or program statutes, regulations, and guidance.
- What we cannot answer:
  - Would it be a good idea if…
  - Should we…

Webinar

- This presentation is merely a brief review of items in the Notice Inviting Applications (NIA) and Application Instructions.

- Some items have been briefly summarized to allow for the logistics of a webinar.

- Read the complete NIA and Application Instructions, and all other referenced or related statutes, regulations, instructions, etc.

Notice Inviting Applications (NIA)

- Deadlines
- Purpose
- Priorities
- Program Authority
- Applicable Regulations
- Estimated Award Amounts
- Eligible Entities
- Cost Sharing
- Subgrantees

- Submission Instructions
- Data Universal Numbering System (DUNS) Number and SAM Registration
- Format of Application
- Selection Criteria
- Review and Selection Process
- Reporting
- Performance

Application Submission Deadline

- Friday, January 22, 2021
  - 11:59:59 PM Eastern Time

There are no exceptions to the deadline, so submit applications early to account for any unexpected delays or issues.

Purposes of Programs

- **The purpose of CAMP**
  - The CAMP is designed to assist migratory or seasonal farmworkers (or immediate family members of such workers) who are enrolled or are admitted for enrollment on a full-time basis at an institution of higher education (IHE) complete their first academic year.
- **The purpose of HEP**
  - The HEP is designed to assist migratory or seasonal farmworkers (or immediate family members of such workers) to obtain the equivalent of a secondary school diploma and subsequently to gain improved employment, enter into military service, or be placed in an IHE or other postsecondary education or training.

What's New?

- Increased award maximum (CAMP)

- Invitational Priority

- Selection Criteria

  - Updates to EDGAR definitions and selection criteria:

    - Removed duplicative selection criteria. Modified points for remaining selection criteria to account for this change.

    - Quality of Project Design: The extent to which the proposed project **demonstrates a rationale** (as defined in 34 Code of Federal Regulations (CFR) 77.1(c)).

    - Quality of the Project Evaluation: The extent to which the methods of evaluation will, if well implemented, produce **promising evidence** (as defined in 34 CFR 77.1(c)) about the project's effectiveness.

HEP Priorities

- Secretary's Final Supplemental Priorities and Definitions for Discretionary Grant Programs
  - Competitive Preference Priority 1 - Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills (up to 5 points)
    - Must be addressed under selection criterion (b) "Quality of the project design."
- Competitive Preference Priority 2 - Consideration of Prior Experience (up to 15 points)
- Invitational Priorities

How the Department Evaluates HEP Competitive Preference Priority 1:

- Priority: Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills.

  - The extent to which an applicant demonstrates that the project is designed to improve collaboration between education providers and employers to ensure student learning objectives are aligned with the skills or knowledge required for employment in in-demand industry sectors or occupations (as defined in section 3(23) of the Workforce Innovation and Opportunity Act).

CAMP Priorities

- Secretary's Final Supplemental Priorities and Definitions for Discretionary Grant Programs
  - Competitive Preference Priority 1 - Promoting Science, Technology, Engineering, or Math (STEM) Education, With a Particular Focus on Computer Science (up to 5 points)
    - Must be addressed under selection criterion (b) "Quality of the project design."
- Competitive Preference Priority 2 - Consideration of Prior Experience (up to 15 points)
- Invitational Priorities

How the Department evaluates CAMP Competitive Priority 1:

- Priority: Promoting Science, Technology, Engineering, or Math (STEM) Education, With a Particular Focus on Computer Science.

  - The extent to which an applicant demonstrates that the project is designed to create or expand partnerships between schools, local educational agencies, State educational agencies, businesses, not-for-profit organizations, or IHEs to give students access to internships, apprenticeships, or other work-based learning experiences in STEM fields, including computer science (as defined in the the Supplemental Priorities).

Authorizing Legislation and Applicable Regulations

- 20 U.S.C. 1070d-2, the Higher Education Act of 1965, as amended (HEA).

- The text of the HEP and CAMP section of the HEA and the corresponding program regulations are included in the application package.

Estimated Award Amounts

- Estimated Available Funds for New Awards:
  - The Administration's budget request for FY 2021 does not include funds for HEP or CAMP. However, we are inviting applications to allow enough time to complete the grant process before the end of the current fiscal year, if Congress appropriates funds for these programs.
- Range of Awards:
  - CAMP: $180,000 - $475,000
  - HEP: $180,000 - $475,000
- Estimated Average Size of Awards:
  - CAMP: $474,000
  - HEP: $470,000
- Minimum Award in Each Year of Grant
  - CAMP: $180,000
  - HEP: $180,000

Minimum and Maximum Awards

- Make sure you are above the $180,000 minimum in all 5 project years.
  - If you go under this minimum for any year, your application <u>will</u> be removed from the competition.
- Be aware of the maximum $475,000 in all 5 project years.
  - If you go over this maximum, your application <u>may</u> be removed from the competition.
- We may reject any application that does not propose a 5-year project as indicated by submitted budget information.

Eligible Entities

- **Who is eligible to participate as a grantee?**
  - Eligibility: An IHE or a private nonprofit organization may apply for a grant to operate a HEP or CAMP project.
  - Cooperative planning: If a private nonprofit organization other than an IHE applies for a HEP or a CAMP grant, that agency must plan the project in cooperation with an IHE and must propose to operate the project, or in the case of a HEP grant, some aspects of the project, with the facilities of that IHE.

Cost Sharing

- Neither the HEP/CAMP program statute nor regulations require cost sharing or matching.

- An applicant that proposes to use non-Federal funds in its application and is awarded a grant must provide those funds for each year that the funds are proposed.

QUESTION BREAK

Frequently Asked Question:

Q: How early should I start my application?

A: You should start the application as soon as possible. You are required to obtain several credentials before uploading your application to Grants.gov. Obtaining these credentials (DUNS Number, Tax Identification Number, System for Award Management (SAM) certification, etc.) can sometimes take weeks.

Next Topic:

Application Formatting

Recommended Project Narrative Page Length

- The Department recommends that applicants limit the application narrative to no more than 25 pages.

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

Recommended Formatting of Project Narratives and Abstracts

- 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.

Before you submit: Register for SAM

- **SAM— System for Award Management Registry**
  - May take approximately one week to complete registration. Could take upwards of several weeks to complete, depending upon data entered into the SAM database by an applicant.
  - May begin working on your application while completing the registration process. Cannot submit an application until all of the registration steps are complete.
  - Once SAM registration is active, it may take 24-48 hours for information to be available in Grants.gov, and before you can submit an application through Grants.gov.
  - Your organization will need to update its SAM registration annually.
  - Information about SAM is available at www.SAM.gov.

Before you submit: DUNS

- **DUNS—Data Universal Numbering System Number**
  - Obtain from Dun and Bradstreet. Can be created within 1 business day.
  - Must provide DUNS # on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov.
  - Typically same number used when your organization registered with the SAM (formerly CCR -Central Contractor Registry). If you do not enter the same DUNS number on your application as the DUNS you registered with, Grants.gov will reject your application.

Before you submit: TIN

- **TIN—Tax Identification Number**
  - Obtain from the IRS. A new TIN can take 2–5 weeks to become active.

Application Submission

- Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on February 13, 2019 (84 FR 3768) and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf, which contain information on how to submit an application.

Grants.gov Submission

- Grants.gov is a system of the Federal government.

- It requires applicants to apply online.

- To submit to Grants.gov, you must (1) be designated by your organization as an Authorized Organization Representative (AOR); and (2) register yourself with Grants.gov as an AOR.

- Register early, even before you plan to submit.

- After submitting an application, applicant receives a tracking number as confirmation of receipt.

Grants.gov Submission Continued

- You will be able to apply via the Grants.gov Workspace.

- Through Workspace, you may complete forms online or complete the forms offline and then upload and submit your application.

- You may **<u>not</u>** email an electronic copy of a grant application to us.

- Submissions should be in Portable Document format (PDF). May also submit Microsoft Word file format.

Grants.gov

- Training on completing an application is available at: https://www.grants.gov/web/grants/applicants/apply-for-grants.html

Funding Opportunity Numbers

HEP

ED-GRANTS-112320-001

CAMP

ED-GRANTS-112320-002

Grants.gov Contact Center

- 1-800-518-4726

- or support@grants.gov

- Hours of Operation:
  - 24 hours a day,
  - 7 days a week

- Closed on Federal holidays.

Question Break

Frequently Asked Questions:

Q: Can sections that will take a considerable amount of space in the narrative be addressed in tables?

Q: Why was my application package rejected by the Grants.gov system?

Selection Criteria

- Selection Criteria determine the order/organization of the Project Narrative.

- Quality of the content is key; however, errors in grammar and spelling may obscure your content!

- Readers will use the information contained within all sections of the application to award points for relevant selection criteria responses.

Organization of Project Narrative

- **Based on the 6 Selection Criteria:**

	Selection Criteria	Maximum Points
1.	Need for Project	10 points
2.	Quality of the Project Design	24 points
3.	Quality of Project Services	24 points
4.	Quality of Project Personnel	10 points
5.	Adequacy of Resources	12 points
6.	Quality of the Project Evaluation	20 points

Total Points Possible for Selection Criteria: 100

Need for Project

- In determining the need for the proposed project, the Secretary considers the magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (Up to 10 points)

Quality of the Project Design

- The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (up to 7 points)

- 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. (up to 5 points)

- The extent to which the proposed project will establish linkages with other appropriate agencies and organization providing services to the target population. (up to 5 points)

- The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)). (up to 7 points)

Quality of Project Services

- The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (up to 3 points)

- In addition, the Secretary considers the following factors:

- The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services. (up to 7 points)

- The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (up to 7 points)

- The likely impact of the services to be provided by the proposed project on the intended recipients of those services. (up to 7 points)

Quality of Project Personnel

- The Secretary considers the quality of the personnel that will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (up to 3 points)

- In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (Up to 7 points)

Adequacy of Resources

- The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (up to 4 points)

- The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (up to 4 points)

- The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (up to 4 points)

Quality of Project Evaluation

- The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (up to 10 points)

- The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (up to 5 points)

- The extent to which the methods of evaluation will, if well implemented, produce promising evidence (as defined in 34 CFR 77.1(c)) about the project's effectiveness. (up to 5 points)

Use of Evidence

- Quality of Project Design:
  - The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)). (up to 7 points)

  Entry Evidence

- Quality of Project Evaluation:
  - The extent to which the methods of evaluation will, if well implemented, produce promising evidence (as defined in 34 CFR 77.1(c)) about the project's effectiveness. (up to 5 points)

  Exit Evidence

Evidence Definitions

- Strong Evidence from an experimental study

- Moderate Evidence from a quasi-experimental study; or

- Promising Evidence from a correlational study w/ controls for bias

- Demonstrates a Rationale

  - Strategies based on high-quality research findings; and

  - Ongoing effort to evaluate the strategy.

34 C.F.R. 77.1(c)

Demonstrates a Rationale

- *Demonstrates a rationale* means a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.

34 C.F.R. 77.1(c)

What is a Logic Model?

- *Logic model* (also referred to as a theory of action) means a framework that
  - identifies key project components of the proposed project (*i.e.,* the active "ingredients" that are hypothesized to be critical to achieving the relevant outcomes) and
  - describes the theoretical and operational relationships among the key project components and relevant outcomes.

34 C.F.R. 77.1(c)

Components of a Program Logic Model

1. *Resources*: materials to implement the program

2. *Activities:* steps for program implementation

3. *Outputs*: products of the program

4. *Impacts on Outcomes*: changes in program participants' knowledge, beliefs, or behavior

Promising Evidence

- *Promising evidence* means that there is evidence of the effectiveness of a key project component in improving a relevant outcome, based on a relevant finding from one of the following:

  - (i) A practice guide prepared by WWC reporting a "strong evidence base" or "moderate evidence base" for the corresponding practice guide recommendation;

  - (ii) An intervention report prepared by the WWC reporting a "positive effect" or "potentially positive effect" on a relevant outcome with no reporting of a "negative effect" or "potentially negative effect" on a relevant outcome; or

  - (iii) A single study assessed by the Department, as appropriate, that—

    - (A) Is an experimental study, a quasi-experimental design study, or a well-designed and well-implemented correlational study with statistical controls for selection bias (*e.g.,* a study using regression methods to account for differences between a treatment group and a comparison group); and

    - (B) Includes at least one statistically significant and positive (*i.e.,* favorable) effect on a relevant outcome.

34 C.F.R. 77.1(c)

BUILDING THE EVIDENCE BASE

Promising Evidence

- A correlational study looks at the association between receiving an intervention and an outcome of interest

- An intervention can be a process, product, strategy, practice, program, or policy

- Statistical controls for selection bias is how study authors attempt to compare subjects who are similar except for the receipt of the intervention

- Selection bias is "an error in choosing the individuals or groups to take part in a study. Ideally, the subjects in a study should be very similar to one another... If there are important differences, the results of the study may not be valid." (*National Cancer Institute*)

BUILDING THE EVIDENCE BASE

Importance of Comparison Groups
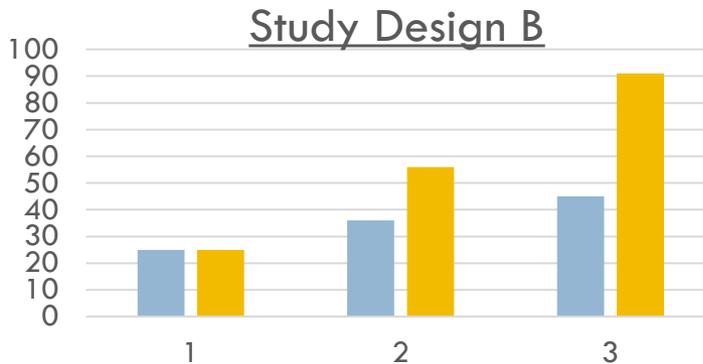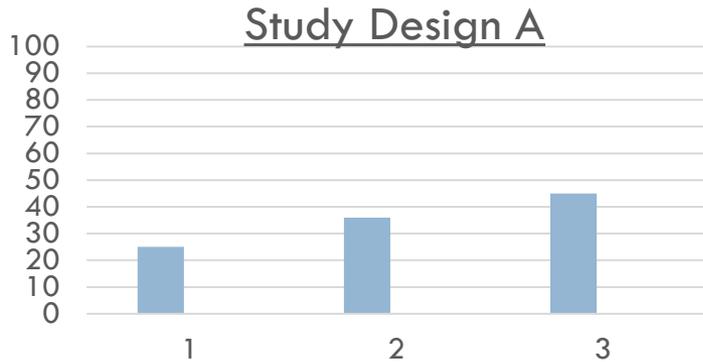
Intervention was first implemented in 2018

→ 2017 is baseline year

→ 2019 is year of follow-up data collection

▫ Students Receiving Intervention

▫ Comparison Group (Equivalent at Baseline)

Additional Technical Assistance

▪ Applicants may use resources such as the <u>National Center for Education Evaluation and Regional Assistance</u> to help describe the extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)) and the extent to which the methods of evaluation will, if well-implemented, produce promising evidence (as defined in 34 CFR 77.1(c)).

Other Factors in Selecting Awards

- The Secretary may consider:
  - 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.
  - whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

Award Factors Continued

- The Secretary may:
  - impose special conditions on a grant if the applicant
    - is not financially stable;
    - has a history of unsatisfactory performance;
    - has a financial or other management system that does not meet regulatory standards;
    - has not fulfilled the conditions of a prior grant; or
    - is otherwise not responsible.

Geographic Distribution & Remainder Funds

- For any Fiscal Year for which appropriated funds are greater that $40 million:
  - make available not less than 45 percent of such remainder (after .5% reservation) for the HEP <u>and</u> CAMP programs;
  - award the rest of such remainder for HEP <u>or</u> CAMP programs based on the number, quality, and promise of the applications; and
  - consider the need to provide an equitable geographic distribution of such grants.

Geographic Distribution Continued

- The Secretary may consider the need to provide equitable geographic distribution of HEP or CAMP awards when-

  - Two or more applicants receive the same score at the funding cutoff for this competition,

  - The Secretary determines that a geographic region is overserved by current HEP or CAMP projects,

  - The Secretary determines that a geographic region is underserved by current HEP or CAMP projects, or

  - Two or more applicants propose to operate similar HEP or CAMP projects in the same geographical region.

Government Performance and Results Act Targets: HEP

- Government Performance Results Act (GPRA) Measure 1 (69% target):

  - The percentage of HEP participants exiting the program having received a High School Equivalency (HSE) diploma.

- GPRA Measure 2 (80% target):

  - The percentage of HSE diploma recipients who enter postsecondary education or training programs, upgraded employment, or the military.

Government Performance and Results Act Targets: CAMP

- GPRA Measure 1 (86% target):

  - The percentage of CAMP participants completing the first academic year of their postsecondary program.

- GPRA Measure 2 (92% target):

  - The percentage of CAMP participants who, after completing the first academic year of college, continue their postsecondary education.

Project Objectives

- GPRA measures are core objectives that apply to all grantees.

- Projects may also establish their own goals, within the scope of the program's authorizing legislation and regulations.

- GPRA measures may not address all the needs that you have identified for your project.

- There is no minimum or maximum for the number of project objectives you propose. However, you need to be mindful you will be in competition with others, and that you will be held to everything you propose.

Reporting

- Interim Performance Report

- Annual Performance Report

- Final Performance Report

- Report sections include:
  - Statistics and Reporting for GPRA
  - Student Participant Information
  - Services Information
  - Goals and Objectives
  - Budget and Expenditure Information,

QUESTION BREAK

Frequently Asked Question:

Q: Can the applicant make reference in one section to a chart that is in another section but it supports the section where the reference is made?

A: Yes. Readers will be instructed to consider all information contained within the application.

Parts of the Application

- *Part 1: Preliminary Documents*
    - Application for Federal Assistance (form SF 424)
    - ED Supplemental Information for SF 424
- *Part 2: Budget Information*
    - ED Budget Information Non-Construction Programs (ED Form 524)
- *Part 3: ED Abstract Form*
    - Project Abstract
- *Part 4: Project Narrative Attachment Form*
    - Table of Contents
    - Application Narrative
- *Part 5: Budget Narrative Attachment Form*
    - Budget Narrative

Part of the Application Continued

- ***Part 6: Other Attachments Form***

  - Individual Resumes for Project Directors & Key Personnel

  - Job Descriptions of Duties and Required Minimum Qualifications for Hiring

  - Letters of Support (if any; not mandatory)

  - Copy of Current Indirect Cost Agreement

- ***Part 7: Assurances and Certifications***

  - Disclosure of Lobbying Activities (Standard Form LLL)

  - Grants.gov Lobbying Form

  - General Education Provisions Act (GEPA) Requirements – Section 427 (ED GEPA427 form)

- ***Part 8: Intergovernmental Review (Executive Order 12372)***

  - State Single Point of Contact (SPOC) List

Form ED 524 Overview

- Part A Federal Funds Table
  - Category line item detail of budgeted expenses for Federal funds (maximum = $475,000 for HEP and CAMP, minimum = $180,000 for HEP and CAMP)
- Part B Non-Federal Funds Table
  - Category line item detail of budgeted expenses for non-federal funds
- Part C Budget Narrative
  - Must include Federal funds
  - And any Non-Federal funds volunteered

Indirect Cost Info on ED 524, Part A

- This section is to be completed by the Business Office of your organization.

- Organization should have a current Indirect Cost Rate Agreement (ICRA) with the federal government, if they claim indirect costs.

- Should include the cognizant government agency.

- If no ICRA or ICRA is out-of-date, entity has 90 days to submit evidence the applicant is seeking a ICRA.

- HEP and CAMP are training programs that are limited to an 8% or lower indirect cost rate.

Project Abstract

- The project abstract should not exceed one double-spaced "page" and should include a concise description of the following information, preferably in the following order:
  - Project objectives and activities
  - Proposed project outcomes
  - Number of participants to be served annually
  - Number and location of proposed sites
  - If applicable, how any competitive preference priorities are being addressed by the project.

Non-Federal Funds

- Must be non-Federal funds

- If you list the funds in Part B of ED 524, you must explain the funds separately in the Part C budget narrative for Non-Federal funds.

- The same cost principles that apply to Federal Funds apply to Non-Federal Funds.

- If you propose Non-Federal Funds, you will be required to provide those non-Federal funds.

Activities and Costs

- All activities and costs associated with those activities for the proposed project are reviewed by OME staff to determine if they are: **Reasonable, Allowable, and Allocable**.

- *See Education Department General Administrative Regulations and OMB Uniform Guidance.*

- If activities or costs are found to be unreasonable, unallowable, or unallocable, they may be removed from your grant resulting in a reduction in the award.

ED 524 Part C Budget Narrative

- Justification by project year, for each budget category listed in Sections A (Federal) and B (non-federal)

- Non-federal funds as voluntary cost sharing must include:
  - specific costs or contributions by budget category
  - source of the costs or contributions
  - for third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

Attachments

- Resumes for proposed personnel
- Memorandum of Understanding for nonprofits working with IHEs
- Job Descriptions—with Minimum Qualifications—for proposed positions.
- Letters of Support

Assurances and Certifications

- Lobbying Activities
- GEPA

Helpful Hints

- Carefully check your ED 524 Forms.
- Funding Opportunity Numbers:
  - HEP: ED-GRANTS-112320-001
  - CAMP: ED-GRANTS-112320-002
  - Grants.gov website: www.grants.gov
- Application Submission Deadline: January 22, 2021
- Explain use of Federal and Non-Federal funds in Budget Narrative.
- Include both Resumes, Job Descriptions and Minimum Qualifications in Attachments.

QUESTIONS and ANSWERS

- You may continue to submit questions through the chat function.

- If we can address them immediately, we will.

- Additional questions can be submitted by email to program contacts.

Thank you

- **Additional Information**
- HEP
  - https://oese.ed.gov/offices/office-of-migrant-education/high-school-equivalency-program/
- CAMP
  - https://oese.ed.gov/offices/office-of-migrant-education/college-assistance-migrant-program/
- **Contact Information**
- Steven Carr: steven.carr@ed.gov
- Abbey Frady: abbey.frady@ed.gov