Good afternoon and welcome everyone to the US Department of Education’s Office of Migrant Education’s pre-application webinar for the High School Equivalency Program and College Assistance Migrant Program (HEP and CAMP).

My name is Millie Bentley-Memon, and I’m the Group Leader for the HEP and CAMP programs within the Office of Migrant Education. I’d like to introduce you to my colleagues so that they can briefly introduce themselves. First, we have Dr. Sandy Toro and then Ms. Jessica Stein.

Thank you. Hi, everyone. My name is Sandy Toro, and I am the Office of Migrant Education’s Data and Evaluation Lead.

Hello, everyone. My name is Jessica Stein, and I’m a Program Officer with the Office of Migrant Education.

Very good. Thank you both.

This slide is an introduction to the webinar environment, and I’d like to draw your attention to some of the webinar features.

First, because this is a webinar, we will make the slides of this presentation available shortly following the webinar on the US Department of Education website (osee.ed.gov). That link is provided later in the presentation and in the grants-making documents.

Please note that this webinar will be recorded.

Please type all questions into the chat function on your screen. We will not be taking audio questions.
Depending on the nature of the question, we may answer directly to the questioner.

If we are unable to answer your question during this webinar, please follow up with me (millicent.bentley-memon@ed.gov) via email after the webinar is complete. My email address and those of my colleagues are shown at the end of the presentation.

We hope that this pre-application webinar provides you with some technical assistance on the HEP and CAMP grant application process.

Next, I'd like to turn it over to Ms. Jessica Stein who will share the mission of the Office of Migrant Education.

The mission of the Office of Migrant Education is 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. The values of the Office of Migrant Education are collaboration, teamwork, communication, customer service, versatility, continuous learning, mission-driven, and student-centered.

And I'm going to turn it over to Millie to discuss the objectives.

Thank you, Jessica. I'd like to quickly review the structure and objectives of this pre-application webinar.

Please try to have the following documents handy, so you can follow along and make notes or ask questions. There's a Notice Inviting Applications (NIA) shown in the Federal Register Notice. There are application instructions available at Grants.gov, and there's also a set of Frequently Asked Questions that's published on our website.

Question breaks will happen occasionally during this webinar. We will review a frequently asked question, and then we will go silent for a while and review the questions we are getting. We will come back and answer as many as we can today.
All questions will be answered to the extent possible during this webinar again. Again, please submit your questions via this chat box. We will respond verbally or through the chat box. Please follow up with me via email after the webinar if your question is not answered during the webinar.

There may be several questions involving logistics that are applicable to a particular applicant. We will address these kinds of questions offline.

We can answer questions about general logistics, formatting, submitting applications, and the details in the Notice Inviting Applications and applications.

We cannot answer questions like “Would it be a good idea if I wrote x, y, or z into the application?” We cannot answer these types of questions.

Next slide please.

Before we dive in, a word of caution about this webinar.

What we are presenting today is merely a review of items in the Notice Inviting Applications and application instructions. Many items have been summarized, so we can cover all of the material during the webinar.

I cannot overemphasize how important it is to read the complete NIAs, instructions, as well as all other references or related statutes, regulations, instructions, et cetera.

The outline you see here is a partial overview of the Notice Inviting Applications, or NIA, that we will follow over the next several slides.
We will cover a lot of information during this webinar, but not everything, so it's very important that all applicants read the NIA and the application instructions in their entirety.

All of the information presented in today's webinar is in the NIA and application.

If you have a question, this is a reminder to please ask it during the question breaks today or to please send a question to us later.

Next slide please.

All applications are due by 11:59:59 PM Eastern Time on Tuesday, February 1, 2022.

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

Next, I'm going to turn it over to Ms. Jessica Stein to share the purposes of the HEP and CAMP programs.

It is important for applicants to understand the purposes of the HEP and CAMP programs when applying for a grant. The CAMP is designed to assist migratory or seasonal farm workers 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 (that is, IHE) complete their first academic year.

The HEP is designed to assist migratory or seasonal farm workers 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.
And now I'm going to turn it over to Millie.

Thank you, Jessica.

So what's new. Before we dive into the content, I want to mention three items that may look different or new to those of you who have applied for HEP or CAMP grants in the past.

First, beginning with the fiscal year 2021 competition, we increased the award maximum for CAMP to $475,000 per year.

Applicants may request up to $475,000 for CAMP.

There was no increase to HEP, which remains at $475,000 per year.

There is a new Invitational priority for fiscal year 2022 for both HEP and CAMP.

Additionally, the selection criteria for HEP and CAMP were updated with the fiscal year 2021 competition, and these updates are applicable to the fiscal year 2022 competition.

These updates pertained to the quality of project design and quality of project evaluation criteria.

Please also see the US Department of Education’s 2017 rule that provides information regarding definitions for “demonstrates a rationale” and “promising evidence.”

On July 31, 2017, the Secretary of Education issued a rule to better align regulations with the definition of evidence based on the statutory authority.
We will discuss these, and other definitions related to evidence, later in the presentation.

Next, we will discuss these priorities in further detail starting with the HEP priorities.

There is one competitive preference priority in the HEP competition. It is consideration of prior experience.

Prior experience is from the Higher Education Act of 1965 as amended.

Applicants that are administering a HEP project are eligible to receive up to 15 additional points for prior experience of service delivery.

These points are applicable to applicants who are in the expiring year of a previous project.

The points are based on performance information.

Not all points may be awarded. Up to 15 points may be awarded. It is a range.

Regarding this competitive preference, priority consideration of prior experience projects that are expiring will be continued for these additional points.

Projects that are expiring means those current HEP grantees in their final budget period that received their current HEP award in fiscal year 2017.

The Secretary will consider the applicant’s prior experience in implementing its expiring HEP project based on performance information.
Further, there is one invitational priority in this HEP competition: meeting student social, emotional, and academic needs.

For fiscal year 2022 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority.

Under 34 Code of Federal Regulations 75.105(c)(1), we do not give an application that meets this invitational priority a competitive or absolute preference over other applications. Again, we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This invitational priority on meeting students’ social emotional and academic needs is projects that are designed to improve students social emotional academic and career development through one or both of the following:

- Creating a supportive positive identity safe and inclusive climate for students who are migratory or seasonal farm workers or immediate family members of such workers.
- Fostering partnerships, including across government agencies, (e.g., housing, human services, or employment agencies), local educational agencies, community-based organizations, adult learning providers, and postsecondary education institutions, to provide comprehensive services to students who are migratory or seasonal farm workers, or immediate family members of such workers to support students’ social, emotional, mental health, and academic needs.

Projects that are designed to address the following priorities will be considered for up to 15 additional points.

Priority consideration of prior experience.
The Secretary will consider the applicant’s prior experience in implementing its expiring HEP project, based on information that includes the number of HEP participants served; the percentage of HEP participants exiting the program having received a High School Equivalency (HSE) diploma; the percentage of HSE diploma recipients who enter postsecondary education or training programs, upgraded employment, or the military; and the extent to which the applicant met administrative requirements.

Applicants that are administering a CAMP project are eligible to receive up to 15 additional points for prior experience of service delivery. These points are available to applicants who are in the expiring year of a previous project. Not all points may be awarded. Up to 15 points may be awarded. It is a range.

Projects that are expiring will be considered for additional points under competitive preference priority. Projects that are expiring means those current camp grantees in their final budget period that received their current CAMP award in fiscal year 2017.
The Secretary will consider the applicant’s prior experience in implementing its expiring CAMP project based on performance information. Again, the Secretary will consider the applicant’s prior experience in implementing its expiring CAMP project based on performance information.

Like HEP, there is one invitational priority in this CAMP competition: meeting student’s social, emotional, and academic needs.

For fiscal year 2022 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority.

Under 34 Code of Federal Regulations (CFR) 75.105(c)(1), we do not give an application that meets his invitational priority a competitive or absolute preference over other applications. Again, we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

The invitational priority is meeting students’ social, emotional, and academic needs.

Projects that are designed to improve students’ social, emotional, academic, and career development through one or both of the following: (a) creating a supportive, positive, identity-safe, and inclusive climate for students who are migratory or seasonal farmworkers or immediate family members of such workers; b) fostering partnerships, including across government agencies, (e.g. housing, human services or employment agencies, local educational agencies, community based organizations, adult learning providers, and postsecondary education institutions) to provide comprehensive services to students who are migratory or seasonal farmworkers or immediate family members of such workers to support students’ social, emotional, mental health, and academic needs.
Projects that are designed to address the competitive priority will be considered for up to 15 additional points.

Priority consideration of prior experience.

The Secretary will consider the applicant’s prior experience in implementing its expiring CAMP project based on information that includes the number of CAMP participants served; the percentage of CAMP participants completing the first academic year of their post-secondary program; the percentage of CAMP participants who, after completing the first academic year of college, continue their postsecondary education; and the extent to which the applicant met administrative requirements.

The authorizing legislation and applicable regulations for HEP and CAMP are 20 U.S.C 1070d-2, the Higher Education Act of 1965 as amended, and program regulations.

The Higher Education Act is commonly referred to as part of the HEA as amended.

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

Estimated award amounts.

The Administration has requested more than $12,000,000.00 for new awards for HEP for fiscal year 2022 and more than $13,000,000.00 for new awards for CAMP for fiscal 2022.
The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program. 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. Please note available funds and the anticipated new awards are estimates. The range of awards, estimated average size of awards, and minimum award in each year of the grants are shown on this slide and in the Notice Inviting Application. Please note that the best estimates are based on current continuation commitments for continuing HEP and CAMP grants, and according to the statute, we have to make at least 45% of funds to HEP and 45% to CAMP and award the remainder for HEP and CAMP based on the number, quality, and promise of the applications. Under Section 418A of the HEA, we are prohibited from making an award for less than the stated award amount.
We will reject any application that proposes a HEP or CAMP award that is less than $180,000.00 for any of the 5 single 12-month budget periods as reflected in the applicants’ ED 524 budget form Section A submitted as a part of the project application.

Please examine the math carefully, and be sure if someone else is filling out the budget form that they understand these requirements.

We may reject any application that does not propose a 5-year project period as reflected on the applicants’ ED 524 forms Section A and budget narrative form submitted as part of the application. In other words, please fill out your 524 form carefully.

Please examine the math carefully, and be sure if someone else is filling out the form that they’re aware of these requirements.

Eligible applicants to the HEP and CAMP programs are either institutions of higher education (IHEs) or private nonprofit organizations that planned their projects in cooperation with an IHE and proposed to operate the project with the facilities of the IHE.

Please note that individual state education agencies and local education agencies are not considered eligible applicants again. Again, please note that individual state education agencies and local education agencies are not considered eligible applicants.

Next slide please.
Cost sharing.

This program does not require cost sharing or matching funds.

If you choose to include non-federal funds in the application, you must include the non-federal funds in section B of the ED Form 524 and include a description of the use of funds in the budget narrative.

Please do remember if you propose non-federal matching funds and are awarded a grant, you must provide those funds for each year the funds are proposed.

Next slide please.

Here we have a short question break, and I'm going to turn it over to Ms. Jessica Stein to read the question.

Thank you, Millie. The question is: How early should I start my application?

Thank you, Jessica. 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 (the DUNS number, Tax Identification Number, System for Award Management (SAM), certification, etc.) can sometimes take weeks.

The next topic is the application formatting.
The Department recommends that applicants limit the application narrative to no more than 25 pages. The application narrative is where you address the selection criteria. 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. These appendices are separate from the application narrative and do not count towards the recommended 25-page length. Appendices should include the job descriptions, duties, and minimum qualifications for key personnel positions. Again, appendices should contain the job descriptions, duties, and minimum qualifications for key personnel positions. Provide resumes of key personnel in the attachment or appendices section. Recommended formatting of project narratives and abstracts. The application narrative is where you, the applicants, address the selection criteria that readers use to evaluate your application. As stated in the NIAs, the Department recommends that applicants adhere to the following formatting recommendations. A page is 8.5 by 11 inches, on one side only, with one-inch margins at the top, bottom, and both sides. Double space (no more than 3 lines per vertical inch) all text in the application
narrative. Again, double space all text in the application narrative. Use a font that is either 12 point or larger or no smaller than 10 pitch. That's characters per inch. Use one of the fonts shown on this slide.

And on the next slide, we will provide the specifics of how to submit your application.

Before you submit, register for SAM. This is an extremely important first step that we advise you to begin as soon as possible. Please register for SAM, the System for Award Management registry. It may take approximately one week to complete SAM registration, and it could take upwards of several weeks to complete depending upon the data entered into the same database by an applicant.

You may begin working on your application while completing the registration process. You cannot submit an application until all of the registration steps are complete. Again, you cannot submit an application until all of the registration steps are complete.

Once SAM registration is active, it may take 24 to 48 hours for information to be available in grants.gov and before you can submit an application through grants.gov.

Please note your organization will need to update its SAM registration annually.

Information about SAM is available on www.sam.gov, so we recommend that you start this process as soon as possible. We do not provide exemptions or exceptions because of late SAM registration. Again, we do not provide exemptions or exceptions because of late SAM registration.

Before you submit DUNS numbers, you will also need a DUNS (Data Universal Numbering System Number). Obtain this from Dun and Bradstreet. It can be created within one business day.

You must provide a DUNS number on your application that was used when you registered as an authorized organization representative (AOR) on grants.gov.
This is typically the same number used when your organization registered with SAM (formerly CCR central contract registry if you're familiar with that).

If you did not enter the same DUNS number on your application as the DUNS you registered with, grants.gov will reject your application. Again, if you do not enter the same DUNS number on your application as the DUNS you registered with, grants.gov will reject your application.

Next slide please. Finally, you have a TIN (Tax Identification Number). This is obtained from the IRS. A new TIN can take 2 to 5 weeks to become active.

Please note that we are not specialists in these topics of SAM registration, DUNS numbers, and TINS. We just want to provide a reminder.

You must have these items to submit your application in grants.gov. You should check and make sure you have these items. If you do not, please start acquiring them now.

Please find details about all items in the NIAs and applications.

Applicants are required to follow the common instructions for applicants for Department of Education Discretionary Grant Programs published in the Federal Register on February 13, 2019 and available at the link shown on this slide as well as in the Notice Inviting Applications, which contains information on how to submit the application.

Applicants are also required to follow 34 Code of Federal Regulations 206.20. What must be included in an application available at the link shown on this slide and in the Notice Inviting Applications.
If you are not already familiar with grants.gov. This is the system the federal government uses to receive grant applications.

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. Maybe even today if you have not already.

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

The application contains directions about submitting through grants.gov. Please read it carefully.

After you have registered, you will be able to download the application package.

Do not email any of the Office of Migrant Education staff an electronic copy of your grant application. Again, please do not email any of the Office of Migrant Education staff an electronic copy of your grant application.

Please carefully review the sections on file types and file naming that are in the application.

You may also submit Microsoft Word documents. However, we do not recommend it.

Please look at all of the instructions in the applications.
Grants.gov. This is a screenshot of grants.gov applicant help page with web address.

Review the training resources on the website included here. It will walk you through each step of the process.

Here’s the funding opportunities numbers. Although you can find the grant by doing a keyword search on grants.gov on migrant, the more direct route is to search by the funding opportunity number. Again, although you can find the grant by doing a keyword search in grants.gov on migrant, the more direct route is to search by the funding opportunity number, which is shown on this slide.

Next, I’m going to turn it over to Jessica to show this slide regarding the grants.gov contact center.

Thank you, Millie. Please note that the best way to get help with grants.gov is to go directly to the source. Please call this number on the slide or email this mailbox with any grants.gov questions or issues.

Thanks very much, Jessica.

And next, we have a question break, and I’m going to turn it back over to Jessica to read the question.

Our first question is: Can sections that will take a considerable amount of space in the narrative be addressed in tables?

Thanks, Jessica. So, in general, tables are not appropriate for a narrative.
Tables are appropriate to display quantitative data or a combination of quantitative and qualitative data (e.g., a table of project specific objectives with numerical targets). Moreover, narratives displayed in tables may be confusing to readers and result in a negative score.

Jessica can you read the second question please?

Yes, why was my application package rejected by the grants.gov system?

Thank you. Here are 5 common reasons an application may be rejected. 1) The DUNS number of the submitter does not match the DUNS number on the application. 2) A virus was detected in a file attachment. 3) Attachments do not follow the proper naming convention (50 characters or less; no spaces; no special characters, including periods, blank marks, blank spaces, and accent marks). Special characters may not be used within the application form fields. Again, special characters may not be used within the application form fields. 4) The application was submitted after the deadline for receiving applications. 5) The submitter does not have an authorized grants.gov applicant registration. These are reasons that are common reasons that an application package might be rejected by grants.gov.

Next slide.

This is about the selection criteria.

The award selection criteria determine the order and organization of your project narrative.

Readers will use the information in all sections of the application toward points for relevant selection criteria responses. Again, readers will use the information in all sections of the application to award points for relevant selection criteria responses.
These are the points available for each of the 5 selection criteria.

We will go over each one in more detail in a moment.

Remember: your project narrative should be organized in this way. You must address all sub-criteria in the corresponding criteria.

Also, notice that some of the maximum points available may be different than in past years’ competitions because of some changes to the selection criteria.

Next slide please.

Need for project.

The first selection criterion is the need for the project.

Applicants are free to interpret all of the selection criteria as you see fit.

But within the context of the statute and regulations and purpose of the programs.

Please refer to the application for guidance. It’s important to read the details of each selection criterion.

One important note for this section that we wanted to share with you is that magnitude of need does not necessarily mean pure numbers.
In other words, a project proposing to serve 100 students may not necessarily score higher than a project proposing to serve 50 if the second project adequately describes the magnitude of need in the context of that project.

Need for the project. The Secretary considers the need for the proposed project.

Quality of project design. The Secretary considers the quality of the design of the proposed project.

In determining the quality of the design of the proposed project, the Secretary considers the following factors shown on this slide.

The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

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.

The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

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

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, 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, and the likely impact of the services to be provided by the proposed project on the intended recipients of those services.

Quality of project personnel. The Secretary considers the quality of the personnel that will carry out the proposed project.

Given the purpose of HEP and CAMP projects, the applicant may want to consider the staff’s sensitivity and understanding of the unique characteristics and needs of the migratory and seasonal farmworker population.

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.
In addition, the Secretary considers the qualifications, including relevant training and experience of key project personnel.

Bentley-Memon, Millicent
Next slide please.

Bentley-Memon, Millicent
Adequacy of resources.

Bentley-Memon, Millicent
When addressing this criterion, please note that applicants may want to consider including the information in EDGAR section 206.20(d)(2), which requires applicants to develop and implement a plan for identifying and using the resources of the participating institution of higher education and the community to supplement and enhance the services provided by the project.

Bentley-Memon, Millicent
Please note that, if some of these resources are provided through non-federal funds, you must still address them here, and furthermore, you must address them in the project budget narrative that explains how you will use both federal and non-federal funds.

Bentley-Memon, Millicent
Again, if some of these resources are provided through non-federal funds, you must still address them here in this section, and furthermore, you must address them in the budget narrative that explains how you will use both federal and non-federal funds.

Bentley-Memon, Millicent
We'll discuss this when we discuss application instructions.

Bentley-Memon, Millicent
Next, we have quality of project evaluation.

Bentley-Memon, Millicent
The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Bentley-Memon, Millicent
The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
The extent to which the methods of evaluation will, if well implemented, produce promising evidence about the project’s effectiveness.

Please note that a strong evaluation plan should be included in the application narrative and should be used as appropriate to shape the development of the project from the beginning of the grant period.

The plan should include benchmarks to monitor progress towards specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants.

More specifically, the plan should identify the individuals and/or organizations that have agreed to serve as an evaluator for the project and describe the qualifications of that evaluator.

As always, please refer to the application for details.

Please note factor 3 here, which may be new to you in terms of the HEP and CAMP competitions.

Please note the promising evidence reference, which will be discussed further by Dr. Sandy Toro.

And with that, I’d like to turn it over to Sandy.

Thank you, Millie.

Use of evidence. A logic model, which we’ll discuss further in a few slides, helps communicate the program to people outside the program in a concise and compelling way. Another benefit of utilizing a logic model is that it sets the larger stage for understanding how the different levels are being used in this competition. You have evidence upon entry, which is when you’ve identified a key component in your project that you hypothesize to be critical to achieving the relevant outcomes.
Exit evidence describes the theoretical and operational relationships among the key project components and relevant outcomes.

This helps with making connections between the activities or strategies you’re using and the outcomes you plan to measure in your evaluation.

When writing your applications, we expect to see evidence at the “demonstrates a rational” level in the design of your project entry, and we expect to see you evaluate your projects such that you can build evidence around project components at the “promising evidence” level.

There are 2 ways for an activity, strategy, or intervention to be considered evidence based.

1) It can demonstrate a statistically significant effect in a study.

2) It can demonstrate a rationale for its likely effect.

There are 3 ways to demonstrate a significant effect.

Strong evidence from an experimental study.
Toro, Sandra
Moderate evidence from a quasi-experimental study.

Toro, Sandra
Or promising evidence from a correlational study.

Toro, Sandra
Demonstrates a rationale.

Toro, Sandra
Strategies based on high quality research findings and ongoing effort to evaluate the strategy.

Toro, Sandra
To demonstrate a rationale means that 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.

Toro, Sandra
What is a logic model?

Toro, Sandra
Logic model, also referred to as theory of action, means a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice. For example, the active ingredients that are hypothesized to be critical to achieving the relevant outcomes.

Toro, Sandra
And describes the relationships among the key components and outcomes theoretically and operationally.
Further, from EDGAR, a logic model means a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice.

And describes the relationships among the key components and outcomes.

Components of a program logic model.

These are the basic components of a logic model.

To review, the components are 1) resources.

These are the materials to create the program, implement its activities, and attain desired outputs and outcomes.

Examples include material or non-material resources such as facilities, funding, curricula, and community support and time.

2) Activities.

These are the processes, actions, and events through which the program resources attain the intended outcomes.

In other words, they are the steps for program implementation. Examples include conducting training and analyzing student data.
3) Outputs.

Process-oriented results or products of the program typically expressed in numbers, such as number of students tested or number of teachers or parents trained. They don’t tell you if a change occurred from the program.

4) Impacts on outcomes.

These include long-term outcomes and represent changes in program participants’ knowledge, beliefs, or behavior such as higher achievement rates, higher graduation rates, and higher college acceptance rates.

One can see how these components correspond to selection criteria in the HEP and CAMP competition not only in the categories of adequacy of resources, project design, and project evaluation, but also in management plan and services.

Promising evidence.

Promising evidence means there is empirical evidence to support the theoretical linkages between at least one critical component and at least one relevant outcome presented in the logic model for the proposed process, product, strategy, or practice.

There are regulatory definitions for phrases in promising evidence.

Correlational study, quasi-experimental study, experimental study.
It might be helpful to distinguish the difference between demonstrates a rationale and promising evidence.

When applicants are discussing demonstrates rationale (that is, the theory of action for their entire project), using a logic model to help describe why they designed it in the way they did.

Demonstrates a rationale does not require any evidence as an input.

In the section describing promising evidence, we expect to see applicants describe how they will design a study based on at least one critical component and one relevant outcome in their logic model that meets the definitions described above.

In this case, evidence is the desired output.

These are some of the key terms from the promising evidence definition. Understanding them will help you understand how to design your evaluation to build the evidence base for your work.

A correlational study looks at the relationship between an intervention and an outcome.
This type of study shows how outcomes may vary with the receipt of the intervention, and note that intervention is a general term that can refer to any critical component of a project as well as a group of critical components. An intervention can be a process. Product, strategy, practice, program, or policy.

Statistical controls for selection bias are the methods researchers use to compare subjects, such as students who are similar except one group, the treatment group, received the intervention and another group, the comparison group, did not.

The risk of selection bias is a concern because, if the groups being compared aren't similar, then differences between the groups might not be due to the intervention but to something else.

Merely tracking the students participating in your intervention isn't enough in an evaluation. From the first study design, it appears that our intervention was successful as shown in design A.

However, with the comparison group, we can see that the students who didn't receive the intervention actually did better overall. The comparison group lets you realize that your intervention is not as good as you'd hoped.

If you would like more information about demonstrates a rationale and promising evidence, you may visit the National Center for Education Evaluation and Regional Assistance (NCEE) website, which gives technical assistance on both topics. Through the NCEE, you'll find resources available at What Works Clearinghouse, regional educational laboratories, evaluation studies, and Education Resources Information Center.
You may also view HEP and CAMP technical assistance resources available on the HEP and CAMP websites identified on the last slide of this presentation, and now, I'll turn it back to Millie.

Thank you very much, Sandy.

I would like to note that, in reviewing applications in any discretionary grant competition, 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. Again, I would like to note that when reviewing applications in any discretionary grant competition, 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.

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 also requires various assurances, including those applicable to federal civil rights law that prohibits discrimination in programs or activities receiving federal financial assistance from the Department of Education.

The Secretary may impose special 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 the uniform guidance of EDGAR as applicable, has not fulfilled the conditions of a prior grant, or is otherwise not responsible.

Please remember that information submitted in response to the scoring criteria should be specific to your community and should not be identical or substantially similar to other applications.

Identical or substantially similar applications are not responsive to the scoring criteria.
Bentley-Memon, Millicent
Here are some award factors continued.

The Secretary may impose special 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 the Uniform Guidance of EDGAR as applicable, has not fulfilled the conditions of a prior grant, or is otherwise not responsible.

Geographic distribution and remainder funds.

Because the HEP and CAMP programs may receive more than $40,000,000.00 appropriation in fiscal year 2022, there are 2 additional factors that may affect the number and distribution of grants.

The first is that, after awarding 45% of the appropriated funds to the HEP and CAMP programs each, the US Department of Education will award the remainder of the available funds to HEP or CAMP projects based on the number, quality, and promise of the applications.

The second is that, in making awards under this grant program, the Secretary may take into consideration the need for geographic distribution of projects when making awards.

Next slide please.

When evaluating a potentially overserved or underserved geographic region, the Secretary may consider factors such as migratory or seasonal farmworker population data for a state or region; approximate distance between current and proposed projects; the type of entity of the current or proposed project such as private nonprofit organization, 2-year institution of higher education, 4-year institution of higher education, et cetera; and the number of students proposed to be served by the current or proposed HEP or CAMP project.

Next, I’d like to turn it over to Sandy to talk about GPRA performance and results.
Toro, Sandra
Thank you, Millie.

Toro, Sandra
Government Performance and Results Act targets: HEP.

Toro, Sandra
The Government Performance and Results Act (GPRA) requires annual targets for federal programs.

Toro, Sandra
In HEP, the target for GPRA 1 (HSE attainment) is 69% and GPRA 2 (placement) is 80%.

Toro, Sandra
GPRA 1 is the key GPRA measure that is reported to Congress for HEP program success, and this measure is dependent upon projects serving the number of participants they expect to serve in their applications. If a project does not serve at least the number of HEP participants that it expects in its application, then the chance of meeting the GPRA one target is diminished.

Toro, Sandra
GPRA 1 is calculated by dividing the number of HSE attainers by the number of HEP participants minus the number of HEP persisters.

Toro, Sandra
GPRA 2 (placement) is calculated by dividing the number of HSE attainers who received placement by the number of HSE attainers.

Toro, Sandra
Projects are encouraged to set targets equal to or higher than the national targets.

Toro, Sandra
Next slide please.

Toro, Sandra
Government Performance and Results Act targets (CAMP).

Toro, Sandra
The Government Performance and Results Act (GPRA) requires annual targets for federal programs. In CAMP, the target for GPRA 1 (first year completion) is 86%.
Toro, Sandra
And GPRA 2 (first year completers continuing their postsecondary education) is 92%.

Toro, Sandra
If a project does not serve at least the number of CAMP participants that it expects in its application, then the chance of meeting the GPRA 1 target is diminished. GPRA 1 is calculated by dividing the number of first academic year completers by the number of CAMP participants minus the number of CAMP persisters.

Toro, Sandra
GPRA 2 is calculated by dividing the number of CAMP first academic year completers who continued by the number of CAMP first academic year completers.

Toro, Sandra
Projects are encouraged to set targets equal to or higher than the national targets.

Toro, Sandra
And applicants are encouraged to look at the eligibility requirements for CAMP students in the regulations. For example, full-time enrollment and the APR, or annual performance report, for information on the standards for first year completion by CAMP students.

Toro, Sandra
Next slide please.

Toro, Sandra
Project objectives.

Toro, Sandra
GPRA measures our core objectives that apply to all grantees.

Toro, Sandra
If you'll recall from the slide we discussed at the beginning when we talked about the purposes of the program, projects may also establish their own goals and objectives within the scope of the programs authorizing legislation and regulations.

Toro, Sandra
GPRA measures may not address all the needs that you have identified for your project.
There's no minimum or maximum for the number of project objectives you propose.

However, you need to be mindful you'll be in competition with others, and you will be held to implementing and reporting everything you propose. Specifically, you'll be reporting on your project’s objectives, GPRAs, and other data within an interim performance report and an annual performance report.

Next slide please.

The first report a grantee will have to submit is due in January or early February in the year following the award of the grant.

An interim performance report is a lighter version of the annual performance report.

Grantees will report on their performance from July 1 to the end of December or January of the budget period, and this report is due in January or early February of the budget period. This report is used for determining continuation awards.

Projects are expected to make substantial progress toward their GPRA goals during the first year of the award and demonstrated in each project's annual performance report.

Therefore, there's no planning year that projects may have.
A final performance report is due at the end of the project, and now, I'll turn it over to Jessica.

Thank you, Sandy. So now we have reached a question break, and the question is: Can the applicant refer to information in another part of the application?

The answer to this question is yes. The applicant can refer to information found in another part of the application. Readers will be instructed to consider all information contained within the application.

These next slides show the parts of the application.

In grants.gov, these are the separate parts of the application.

To keep things moving, I will just note these parts on this slide and the next 2 slides.


Next slide please.

There’s also Part 6: Other Attachments Form and then Part 7: Assurances and Certifications.

Here are the parts of the application further continued. Please note that Part 7: Assurances and Certifications is further continued on this slide. You will see additional assurances under Part 7 and then Part 8 is Intergovernmental Review.
Next, the form ED 524 overview.

It's important to note that applicants may request at the most $475,000.00 per year for a HEP award and for a CAMP award.

Additionally, the minimum amount applies to both, and for either award, the minimum amount is $180,000.00 per year.

Applicants that request more than the maximum may be rejected, and applicants that request less than the minimum amount will be rejected.

Applications must provide sufficient detail for use of federal and non-federal funds in the budget narrative and include line-item detail for budget expenses for all non-federal funds.

All blank answers will be interpreted as zero and would be considered below the minimum in the federal funds table.

Next slide please.

Indirect cost information on ED 524, Part A.

Applicants must provide the indirect cost rate and the relevant government agency.

Applicants that receive awards report on the terms within interim annual and final performance reports. Within these reports, they report on the indirect cost rate.
Please note that, when an indirect cost rate is out of date, the grantee has 90 days to submit evidence that it is seeking an indirect cost rate agreement.

**Bentley-Memon, Millicent**

HEP and CAMP training programs allow for an 8% or lower indirect cost rate.

**Bentley-Memon, Millicent**

Grants awarded under HEP and CAMP have been designated training grants.

**Bentley-Memon, Millicent**

EDGAR limits reimbursement of indirect costs under training grants to non-governmental grantees.

**Bentley-Memon, Millicent**

These grantees may recover indirect costs under training grants up to the grantees’ actual indirect costs as determined by the grantee’s negotiated indirect cost agreement or a maximum of 8% of a modified total direct cost, whichever is less.

**Bentley-Memon, Millicent**

Note that non-federal share cannot include the difference between the federal indirect cost rate of 8% and the institution’s stated indirect costs.

**Bentley-Memon, Millicent**

Project abstract.

**Bentley-Memon, Millicent**

The project abstract should include a concise description of the following information, preferably in the following order.

**Bentley-Memon, Millicent**

Name of applicant.

**Bentley-Memon, Millicent**

City and state of applicant.
Bentley-Memon, Millicent
Applicable priorities.

Bentley-Memon, Millicent
Proposed project outcomes.

Bentley-Memon, Millicent
Number of participants to be served annually distinguished by commuter or residential, number, and location of proposed sites.

Bentley-Memon, Millicent
And project targets for meeting each of the GPRA measures each year.

Bentley-Memon, Millicent
Non-federal funds.

Bentley-Memon, Millicent
If you list the funds in Part B of ED 524. You must explain the funds in a separate part C for non-federal funds.

Bentley-Memon, Millicent
Please note that the same cost principles that apply to federal funds also apply to non-federal funds.

Bentley-Memon, Millicent
If you propose use of non-federal funds, you will be required to provide these non-federal funds for each year of the grant that you propose them.

Bentley-Memon, Millicent
This is very important because this is necessary to maintain the integrity of the grant competitions, since readers consider these non-federal contributions when scoring applications.

Bentley-Memon, Millicent
Activities and costs.

Bentley-Memon, Millicent
In accordance with 34 CFR 75.232, Office of Migrant Education staff will perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project and that
those are reasonable, allowable, and allocable. We may delete or reduce costs from the budget during this review.

01:16:48.250 -- 01:16:55.450
Bentley-Memon, Millicent
This review takes place after a more intensive budget review of applications that are within the funding range.

01:16:56.420 -- 01:17:12.050
Bentley-Memon, Millicent
Please review the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended in 2 CFR Part 3474.

01:17:18.600 -- 01:17:21.490
Bentley-Memon, Millicent
ED 524, Part C budget narrative.

01:17:23.380 -- 01:17:30.640
Bentley-Memon, Millicent
Provide an itemized budget breakdown and justification by project year for each budget category listed in sections A and B of the ED 524 table.

01:17:41.860 -- 01:18:00.200
Bentley-Memon, Millicent
Per grant projects that will be divided into 2 or more separately budgeted major activities or subprojects, show for each budget category of a project year, the breakdown of the specific expenses attributable to each subproject or activity.

01:18:01.850 -- 01:18:09.760
Bentley-Memon, Millicent
For non-federal funds or resources listed in section B that are provided as a voluntary cost sharing, you must include the specific costs or contributions by budget category, the source of the costs or contributions, and in the case of third party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

01:18:34.480 -- 01:18:46.440
Bentley-Memon, Millicent
Please review the Department of Education's general cost sharing and matching regulations, which include specific limitations in 34 CFR 74.23.

01:18:47.950 -- 01:19:05.550
Bentley-Memon, Millicent
Also, review the applicable office of Management and Budget (OMB) cost principles for your entity type regarding donations’ capital assets depreciation and use allowances. OMB cost principle circulars are available on OMB 's website.
Next slide please.

Attachments.

If the Project Director and key personnel have been selected and identified in the application, provide brief resumes that describe their unique qualifications for the responsibilities they will carry out under the project.

If a Project Director and key personnel have not been selected, at least provide the job descriptions and minimum required qualifications for their positions.

Regardless of whether or not the Project Director and key personnel have been selected, provide brief job descriptions that outline the minimum required qualifications, responsibilities, and duties of these positions under the project.

These will be the standards the Department will use for approval of key personnel changes.

Private nonprofit applicants may provide a Memorandum of Understanding to demonstrate that they planned the project in cooperation with an institution of higher education as per the requirements in 206.3(b). That’s 206.3(b).

Applicants may provide letters of support from organizations specifically referenced in the project narrative that will provide significant collaboration to the project.

These attachments are used by Office of Migrant Education staff for the administration of those grants that are awarded.
Bentley-Memon, Millicent

Assurances and certification.

Bentley-Memon, Millicent

Be certain to complete all required assurances and certification in grants.gov and include all required information in the appropriate place on each form.

Bentley-Memon, Millicent

The assurances and certifications required for these applications are disclosure of lobbying activities, certification regarding lobbying, GEPA (General Education Provisions Act) requirements.

Bentley-Memon, Millicent

Please do note, occasionally, the GEPA form is missed by applicants, so please make sure you complete the form. It does require a narrative, and then please also see these additional assurances.

Bentley-Memon, Millicent

Next slide. Helpful hints.

Bentley-Memon, Millicent

Here are some helpful hints, First, carefully check your ED 524 form.

Bentley-Memon, Millicent

Second, the funding opportunity numbers are shown on this slide, as shared previously, along with the grants.gov website.

Bentley-Memon, Millicent

Remember: the application submission deadline is February 1, 2022.

Bentley-Memon, Millicent

Remember the information we shared regarding use of federal and non-federal funds in the budget narrative.

Bentley-Memon, Millicent

And make sure that you include both resumes, job descriptions, and minimum qualifications in attachments. Again, be sure to include both resumes, job descriptions, and minimum qualifications in attachments.
Bentley-Memon, Millicent
Now, I'll turn it over to Jessica.

Stein, Jessica
Thank you, Millie. We hope you found this webinar helpful. If you have questions now, you may continue to submit them through the chat function.

Stein, Jessica
Thank you for joining our presentation today. If you have any questions after today, please don't hesitate to reach out. Please contact Millie, Sandy, or me if you have any competition questions.

Bentley-Memon, Millicent
Thank you. I want to close by thanking Dr. Sandy Toro and Ms. Jessica Stein for this presentation. Thank you.