

U.S. DEPARTMENT OF EDUCATION

2024 PRE-APPLICATION WEBINAR

HIGH SCHOOL EQUIVALENCY PROGRAM  
COLLEGE ASSISTANCE MIGRANT PROGRAM

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# Introduction to Webinar Environment

2

- Presentation will be posted at:
  - ▣ <https://oese.ed.gov/offices/office-of-migrant-education/college-assistance-migrant-program/applicant-information-college-assistance-migrant-program/>
  - ▣ <https://oese.ed.gov/offices/office-of-migrant-education/high-school-equivalency-program/applicant-information-high-school-equivalency-program/>
  - ▣ This webinar is being recorded.
- Please type all questions into the chat function on your screen.
- If we do not answer your question during the webinar, please email your question to: [Dylan.Hart-Medina@ed.gov](mailto:Dylan.Hart-Medina@ed.gov).

# Office of Migrant Education (OME)

## Mission

3

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

4

- Review parts of the:
  - Notice Inviting Applications (NIA)
  - Application Instructions
  - Frequently Asked Questions
- 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

5

- This webinar is a review of items in the NIA and Application Instructions.
- Some items have been 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)

6

- Deadlines
- Purpose
- Priorities
- Program Authority
- Applicable Regulations
- Estimated Award Amounts
- Eligible Entities
- Cost Sharing
- Subgrantees
- Submission Instructions
- Unique Entity Identifier (UEI) and SAM Registration
- Format of Application
- Selection Criteria
- Review and Selection Process
- Reporting
- Performance

# Application Submission Deadline

7

- January 16, 2024
  - 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**
  - 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) to complete their first academic year.
- **The purpose of HEP**
  - 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 military service, or be placed in an IHE or other postsecondary education or training.



# HEP Priorities

9

- Competitive Preference Priority - Consideration of Prior Experience (up to 15 points)
- Invitational Priority – Meeting Students' Social, Emotional, and Academic Needs

# How the Department Evaluates the HEP Competitive Preference Priority:

10

## Priority: Consideration of Prior Experience.

The Secretary will consider the applicant's prior experience in implementing its expiring HEP project, with respect to:

- Whether the applicant served the number of participants described in its approved application
- The extent to which the applicant met or exceeded its funded objectives with regard to project participants, including the targeted number and percentage of—
  - Participants who received a general educational development (GED) credential; and
  - GED credential recipients who were reported as entering postsecondary education programs, career positions, or the military; and
- The extent to which the applicant met administrative requirements, including recordkeeping, reporting, and financial accountability under the terms of the previously funded award.

# HEP Competitive Preference Priority - Continued

11

- Although regulations refer to general educational development (GED) credentials, the Department recognizes that there are multiple examinations through which high school equivalency (HSE) can be earned and, for the purposes of this notice, uses GED interchangeably with HSE.

# CAMP Priorities

12

- Competitive Preference Priority - Consideration of Prior Experience (up to 15 points)
- Invitational Priority – Meeting Students' Social, Emotional, and Academic Needs

# How the Department Evaluates the CAMP Competitive Priority:

13

## Priority: Consideration of Prior Experience.

The Secretary will consider the applicant's prior experience in implementing its expiring CAMP project, with respect to:

- Whether the applicant served the number of participants described in its approved application
- The extent to which the applicant met or exceeded its funded objectives with regard to project participants, including the targeted number and percentage of participants who:
  - Successfully completed the first year of college; and
  - Continued to be enrolled in postsecondary education after completing their first year of college; and
- The extent to which the applicant met administrative requirements, including recordkeeping, reporting, and financial accountability under the terms of the previously funded award.

# Authorizing Legislation and Applicable Regulations

14

- 20 U.S.C. 1070d-2, the Higher Education Act of 1965 HEA, as amended by section 408 of the Higher Education Opportunity Act (HEOA).
- 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

15

- Estimated Available Funds for New Awards: The Administration has requested \$9,366,857 for new awards for HEP for FY 2024, and \$4,783,787 for new awards for CAMP for FY 2024. 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.
- Range of Awards:
  - CAMP: \$180,000 - \$475,000
  - HEP: \$180,000 - \$475,000
- Estimated Average Size of Awards:
  - CAMP: \$475,000
  - HEP: \$475,000
- Minimum Award in Each Year of Grant
  - CAMP: \$180,000
  - HEP: \$180,000

# Minimum and Maximum Awards

16

- Make sure your application reflects a budget of at least the \$180,000 minimum in all 5 project years.
  - The Department will not make an award for less than the amount of \$180,000 for a single budget period of 12 months.
- Be aware of the maximum \$475,000 in all 5 project years.
  - If you go over this maximum, your application may 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

17

- **Who is eligible to participate as a grantee?**
  - **Eligibility:** An institution of higher education (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

18

- 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

19

## *Frequently Asked Question:*

**Q: Which browsers work best with Grants.gov?**

A: 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. Grants.gov no longer provides support for Microsoft Internet Explorer 9 or below.

*Next Topic:*

**Application Formatting**

# Recommended Project Narrative

## Page Length

20

- 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.
- Appendices should contain the job descriptions, duties and minimum qualifications for key personnel positions. Provide résumés of key personnel in the attachments/appendices section.

# Recommended Formatting of Project Narratives and Abstracts

21

- 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/ Update SAM Registration

22

- **SAM— System for Award Management Registry**
  - May take approximately 7-10 business days to complete registration. Could take longer depending on completeness and accuracy of submitted data.
  - 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](http://www.SAM.gov).

# Before You Submit: UEI

23

- **UEI—Unique Entity Identifier**
  - Assigned to your organization in the System for Award Management (SAM) upon registration.
  - Must provide UEI on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov.
  - If you do not enter the same UEI number on your application as the UEI you registered with, Grants.gov will reject your application.

# Before You Submit: TIN

24

- **TIN—Tax Identification Number**
  - Obtain from the IRS. A new TIN can take 2–5 weeks to become active.
  - More information can be found in 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>.



# Application Submission

25

- 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 <https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs>.
- Applicants are required to follow 34 C.F.R.206.20, What must be included in an application?’ Those requirements are available at [www.ecfr.gov/current/title-34/subtitle-B/chapter-II/part-206/subpart-C/section-206.20](http://www.ecfr.gov/current/title-34/subtitle-B/chapter-II/part-206/subpart-C/section-206.20).

# Grants.gov Submission

26

- 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, the applicant receives a tracking number as confirmation of receipt.

# Grants.gov Submission Continued

27

- 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 **not** 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.

- Training on completing an application is available at:  
<https://grants.gov/applicants/grant-applications/how-to-apply-for-grants>

- GRANT APPLICATIONS
  - [How to Apply for Grants](#)
  - [Track My Application](#)
- APPLICANT RESOURCES
  - [Workspace Overview](#)
  - [Applicant Eligibility](#)
  - [Applicant Registration](#)
  - [Applicant Training](#)

## HOW TO APPLY FOR GRANTS

### How to Apply for Grants: Getting Started

					
<a href="#">Learn</a>	<a href="#">Check</a>	<a href="#">Search</a>	<a href="#">Register</a>	<a href="#">Apply</a>	<a href="#">Track</a>
Go to the Grants Learning Center for an overview of grants.	Make sure you are eligible before applying.	Find federal grants that align with your work.	Sign up with Grants.gov to apply using Workspace.	Complete and submit your application using Workspace.	Enter your Grants.gov tracking number(s) for submission status.

# Funding Opportunity Numbers

29

## **HEP**

ED-GRANTS-111423-001

## **CAMP**

ED-GRANTS-111423-002

# Grants.gov Contact Center

30

- <https://grants.gov/>
- 1-800-518-4726
- or [support@grants.gov](mailto:support@grants.gov)
- Hours of Operation:
  - 24 hours a day,
  - 7 days a week
- Closed on Federal holidays.

### *Frequently Asked Questions:*

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

**Q: Why might an application package be rejected by the Grants.gov system?**

# Selection Criteria

32

- 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

33

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

	<b>Selection Criteria</b>	<b>Maximum Points</b>
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

34

- 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

35

- 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 organizations 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

36

- 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

37

- 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

38

- 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

39

- 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)

# What is Evidence-Based?

40

- From section 8101(21)(A) of the ESEA:
- “...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –
  - ▣ (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
    - (I) strong evidence from at least one well-designed and well-implemented experimental study;
    - (II) moderate evidence from at least one well-designed and well-implemented quasi- experimental study; or
    - (III) **promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
    - (ii)(I) **demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
      - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.”



# Use of Evidence

- Quality of Project Design:

- The extent to which the proposed project **demonstrates a rationale** (as defined in the NIA). (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 the NIA) about the project's effectiveness. (up to 5 points)

Exit  
Evidence

# 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**.
- *Project component*: an activity, strategy, intervention, process, product, practice, or policy included in a project (e.g. tutoring, counseling, advising, health services, housing assistance, student stipends).
- *Relevant outcome*: the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.

# What is a Logic Model?

- *Logic model*, as defined in 34 CFR 77.1, (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.

# 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.

# Building the Evidence Base

- A **correlational study** looks at the association between receiving an intervention and an outcome of interest (comparing outcomes for a treatment group and a comparison group).
- **Statistical controls for selection bias** can help account for preexisting differences between the treatment and comparison groups.
- **Selection bias** happens when the treatment group differs from the comparison group in a meaningful way that is related to the outcomes of interest.

# Additional Technical Assistance

47

- [National Center for Education Evaluation and Regional Assistance](#)
- [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments \(PDF\)](#)
- [The Regional Educational Laboratory \(REL\) Program](#)
- **ERIC.ed.gov:** The largest database of education research in the world. Grantees may use it to find existing research on programs. Indexes both journal literature and grey literature (reports and other non-journal sources), including grantee reports. Grantees can also submit their research to ERIC: <https://eric.ed.gov/submit/>.
- [Whatworks.ed.gov](#): The What Works Clearinghouse reviews the research, determines which studies meet rigorous standards, and summarizes the findings.
- Logic models for program design, implementation, and evaluation: [Workshop toolkit](#).

# Other Factors in Selecting Awards

48

- 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

49

- 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

50

- For any Fiscal Year for which appropriated funds are greater than \$40 million:
  - make available not less than 45 percent of such remainder (after .5% reservation) for the HEP and CAMP programs;
  - award the rest of such remainder for HEP or 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

51

- The Secretary may consider the need to provide equitable geographic distribution of HEP and 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 and CAMP projects,
  - The Secretary determines that a geographic region is underserved by current HEP and CAMP projects, or
  - Two or more applicants propose to operate similar HEP and CAMP projects in the same geographical region.

# Program Performance Targets: HEP

52

- Program Performance (formerly GPRA) Measure 1 (69% target):
  - The percentage of HEP participants exiting the program having received a High School Equivalency (HSE) diploma.
- Program Performance (formerly GPRA) Measure 2 (80% target):
  - The percentage of HSE diploma recipients who enter postsecondary education or training programs, upgraded employment, or the military.

# Program Performance Targets: CAMP

53

- Program Performance (formerly GPRA) Measure 1 (86% target):
  - The percentage of CAMP participants completing the first academic year of their postsecondary program.
- Program Performance (formerly 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

54

- Program Performance 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.
- Program Performance 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.

# QUESTION BREAK 3

55

## *Frequently Asked Question:*

**Q:** How will reviewers evaluate each criterion?

**A:** Within the context of the authorizing statute and accompanying regulations, applicants may interpret and address the selection criteria however they choose. Reviewers will be instructed to consider the strengths and weaknesses of each section of the application narrative and will be told that they may use the full range of points for each criterion.

# Parts of the Application

56

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



# Parts of the Application Continued

57

- ***Part 6: Other Attachment Form***
  - Individual Resumes for Project Directors & Key Personnel
  - Copy of the Indirect Cost Rate Agreement (optional)
  - Letters of Support (if any; not mandatory)
  - References/Bibliography (optional)
- ***Part 7: Assurances and Certifications***
  - Disclosure of Lobbying Activities (Standard Form LLL)
  - Grants.gov Lobbying Form – “Certification Regarding Lobbying” (ED 80-013 Form)
  - General Education Provisions Act (GEPA) Requirements – Section 427 (ED GEPA 427 form)

# Parts of the Application Cont.

58

- ***Part 7: Assurances and Certifications - continued***
  - Assurance that the staff has a demonstrated knowledge of and will be sensitive to the unique characteristics and needs of the migrant and seasonal farmworker population (as part of management plan required under 34 C.F.R. § 206.20).
  - Assurance that the grantee will develop and implement a plan for identifying, informing, and recruiting eligible participants who are most in need of the academic and supporting services and financial assistance provided by the project. (as required under 34 C.F.R. § 206.20).
  - Assurance that the grantee will develop and implement a plan for identifying and using the resources of the participating IHE and the community to supplement and enhance the services provided by the project. (as required under 34 C.F.R. § 206.20).
- ***Part 8: Intergovernmental Review (Executive Order 12372)***
  - State Single Point of Contact (SPOC) List

# Form ED 524 Overview

59

- **Section 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)
- **Section B** Non-Federal Funds Table
  - Category line item detail of budgeted expenses for non-federal funds
- **Section C** Budget Narrative
  - Must include **Federal** funds
  - And any **Non-Federal** funds volunteered

# Indirect Cost Info on ED 524, Section A

60

- This section is to be completed by the Business Office of your organization.
- The 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 there is no ICRA or the ICRA is out-of-date, the entity has 90 days to submit evidence the applicant is seeking an ICRA.
- HEP and CAMP are training programs that are limited to an 8% or lower indirect cost rate.

# Project Abstract

61

- The project abstract should include a concise (one double spaced page) description of the following information, preferably in the following order:
  - The goals and expected outcomes.
  - The primary activities to be accomplished by the grant recipient
  - Number and location of proposed sites.
  - How the invitational preference priority is being addressed (as applicable).
  - How the competitive preference priority is being addressed (as applicable).

# Non-Federal Funds

62

- 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

63

- 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 not allocable, they may be removed from your grant resulting in a reduction in the award.

# ED 524 Part C Budget Narrative

64

- 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

65

- Resumes for proposed personnel
- Job Descriptions—with Minimum Qualifications—for proposed positions.
- Letters of Support (if any)
- References/Bibliography (optional)

# Assurances and Certifications

- Disclosure of Lobbying Activities (SF LLL) and Grants.gov Certification Regarding Lobbying (ED 80-013 Form)
- GEPA (ED GEPA 427 Form)
- Assurance that the staff has a demonstrated knowledge of and will be sensitive to the unique characteristics and needs of the migrant and seasonal farmworker population (as part of management plan required under 34 CFR §206.20)
- Assurance that the grantee will develop and implement a plan for identifying, informing, and recruiting eligible participants who are most in need of the academic and supporting services and financial assistance provided by the project (as required under 34 CFR §206.20)
- Assurance that the grantee will develop and implement a plan for identifying and using the resources of the participating IHE and the community to supplement and enhance the services provided by the project (as required under 34 CFR §206.20)

# GEPA Changes

67

- The new GEPA Section 427 form went live on Grants.gov on April 3, 2023.
- The updated form includes four questions.
- In their responses, applicants have the flexibility to determine and define the barriers to “equitable access” and “equitable participation.”
- Applicants are also required to provide a timeline, including targeted milestones, for addressing the identified barriers.

# Helpful Hints

68

- Carefully check your ED 524 Forms.

Funding Opportunity Numbers:

**HEP**            ED-GRANTS-111423-001

**CAMP**        ED-GRANTS-111423-002

- Grants.gov website: [www.grants.gov](http://www.grants.gov)
- Application Submission Deadline: January 16, 2024
- Explain the use of Federal and non-Federal funds in the budget narrative.
- Include the resumes, job descriptions and minimum qualifications in the attachments.

# Questions and Answers

69

- You may continue to submit questions in the chat box.
- Additional questions can be submitted via email to program contacts.

# Thank you

70

## **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**

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