FY 2024 HEP and CAMP Competition Pre-Application Webinar-20231116_110515-Meeting Recording

November 16, 2023, 11:00am-1:00pm

1h 22m 44s

Bentley-Memon, Millicent 1:22

Good morning and welcome everyone to the US Department of Education's Office of Migrant Education's pre-application webinar for the High School Equivalency Program or HEP and the College Assistance Migrant Program or CAMP.

I'm Millie Bentley-Memon, Group Leader for HEP and CAMP in the Office of Migrant Education at the US Department of Education, and I'm pleased to be joined by Dylan Hart-Medina, HEP and CAMP Team Lead; Jessica Stein, HEP and CAMP Program Officer; and Katrina Ballard, Office of Migrant Education Subject Matter Expert on Data and Evaluation. This slide shows information regarding the webinar environment.

Bentley-Memon, Millicent 2:18

Please note that all participant videos are turned off, and all participants have been placed on mute. This presentation will be posted to these pages shown on this slide.

Bentley-Memon, Millicent 2:32

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 Dylan Hart-Medina, and we will get back to you with a response.

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. I would like to quickly review the structure and objectives of the pre-application webinar. Please try to have the following two documents handy, so you can follow along and make notes or ask questions: the Notice Inviting Applications (NIAs) shown in the Federal Register notice and application instructions available on grants.gov.

Question breaks will happen. Occasionally, we will review a frequently asked question and then we will go silent for a while and review the questions we're getting. We'll come back and answer as many questions as we can today. All questions will be answered to the extent possible during this webinar. Please submit your questions via the chat box. We will respond verbally or through the chat box.

Please follow up via email to Dylan.Hart-Medina@ed.gov after the webinar if your question is not answered during the webinar, and Dylan's email is shown on these slides. 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 NIA and the applications. We cannot answer questions such as would it be a good idea if I wrote X, Y, or Z into the application.

Before we dive in, a word of caution about this webinar. What we're 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. Finally, I can't overemphasize how important it is to read the complete NIA and instructions and all other references or related statutes, regulations, and instructions, et cetera.

The outline you see here on this slide is a partial overview of the Notice Inviting Applications, or NIAs, that we will follow over the next slides. We will cover a lot of information during this webinar, but not everything, so it's very important for all applicants to 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, please ask it during the question breaks today or send a question to us later. The contact information is in the NIA application and at the end of this webinar. Please note the application submission deadline. All applications are due by January 16th, 2024. There are no exceptions to this deadline, so submit applications early to account for any unexpected delays or issues. Next, I'll turn it over to Dylan Hart-Medina. Dylan.

HD **Hart Medina, Dylan**   6:39

Thanks, Millie, and good morning, everyone. So, it's important for applicants to understand the purposes of the HEP and CAMP programs when applying for a grant.

The purpose of CAMP. CAMP is designed to assist migratory or seasonal farm workers or immediate family members of such workers who are enrolled or admitted for enrollment on a full-time basis at an institution of higher education, or an IHE, to complete their first academic year.

The purpose of HEP. HEP is designed to assist migratory and 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 military service, or be placed in an IHE or other postsecondary education or training.

There is one competitive preference priority in this HEP competition, which is consideration of prior experience. For FY 24 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is a competitive preference priority.

HD **Hart Medina, Dylan** 7:59

This competitive preference priority, consideration of prior experience, is from the Higher Education Act of 1965, as amended.

Projects that are expiring, which are HEP grantees in their final budget period that received their current HEP award in FY 2019, will be considered for additional points under this competitive preference priority. In accordance with section 418A(e) of the HEA, the Department will award up to 15 points for this priority.

HD **Hart Medina, Dylan** 8:43

Additionally, there is one invitational priority in this HEP competition, which is meeting students' social, emotional, and academic needs. For FY 24 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority.

HD **Hart Medina, Dylan** 9:08

We do not give an application that meets this invitational priority a competitive or

absolute preference over other applications. This priority is meeting students' social, emotional, and academic needs.

Projects that are designed to improve students' social, emotional, academic and career development, with a focus on underserved students through one or both of the following: creating a positive, inclusive, and identity-safe climate at institutions of higher education through fostering a sense of belonging and inclusion for students who are migratory or seasonal farmworkers or immediate family members of such workers; fostering partnerships, including across government agencies, local education agencies, community-based organizations, adult learning providers and post-secondary education institutions to provide comprehensive services to students who are migratory or seasonal farm workers or immediate family members of such workers and their families that support student social, emotional, mental health, academic needs and that are inclusive with regard to race, ethnicity, culture, language, and disability status.

How the department evaluates the HEP competitive preference priority. Projects that are designed to address the following priority area will be considered for up to 15 additional points.

This priority is 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 funding 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 in the military, and the extent to which the applicant met administrative requirements, including recordkeeping, reporting, and financial accountability under the terms of their previously funded award.

HD **Hart Medina, Dylan** 11:57
As a note, although regulations refer to general educational development credentials (GED) 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.

There is one competitive preference priority in this CAMP competition - consideration of prior experience. For FY24 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is a competitive preference priority.

This competitive preference priority, consideration of prior experience, is from the Higher Education Act of 1965, as amended. Projects that are expiring, which are CAMP grantees in their final budget year that received their current CAMP award in FY 2019, will be considered for additional points under this competitive preference priority. In accordance with Section 418A(e) of the HEA, the Department will award up to 15 points for this priority.

Additionally, there is one Invitational priority in this CAMP competition - meeting students' social, emotional, and academic needs. For FY 24 and in any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority. We do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is meeting students' social, emotional, and academic needs. Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students through one or both of the following: creating positive, inclusive, and identity safe climate at institutions of higher education through fostering a sense of belonging and inclusion for students who are migratory or seasonal farmworkers or immediate family members of such workers; fostering partnerships, including across government agencies, local education 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 and their families that support students' social, emotional, mental health, and academic needs that are inclusive with regard to race, ethnicity, culture, language, and disability status.

How the Department evaluates the CAMP competitive preference priority. Projects that are designed to address the following priority area will be considered for up to 15 additional points.

HD **Hart Medina, Dylan** 15:42

The priority is 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 funding 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 record keeping, reporting, financial accountability under the terms of their previously funded award.

The authorizing legislation is 20 U.S.C. 1070d-2 of the Higher Education Act of 1965, HEA, as amended by Section 408 of the Higher Education Opportunity Act (HEA). The text of the HEP and CAMP section of the HEA program regulations are included in the application package.

The administration has requested nine million $9,366,857 for new awards for HEP for fiscal year 2024 and $4,783,787 for new awards for CAMP for fiscal year 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. Please note that the amount of available funds and anticipated number of new awards are estimates.

HD **Hart Medina, Dylan** 18:06

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 NIAs.

For reference, there are currently 17 HEP grants and 12 CAMP grants that were funded beginning in 2019 and are completing their fifth year in the 2023-2024 year.

Hart Medina, Dylan 18:35

Please note that the estimated available funds for new awards are based upon 50% of funds being spent on new awards and continuation awards for HEP and 50% of funds being spent on new awards and continuation awards for CAMP. However, by statute, we have to award 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.

Hart Medina, Dylan 18:47

As such, the actual number of awards may be different from the estimated number awards. Finally, do note that contingent upon the availability of funds and their quality of applications, we may make additional awards in subsequent years from the list of unfunded applications from this competition.

Hart Medina, Dylan 19:38

Minimum and maximum awards. Please ensure that your application reflects a budget of at least $180,000 per year in all of the five project years under Section 418A of the HEA. The Department will not make an award for less than the amount of $180,000 for a single budget period of 12 months. Also, please note the maximum funding is $475,000 in all five project years. If you are over this maximum, your application may be removed from the competition.

Please examine the math carefully, and be sure that if someone else is filling out the budget form, that they understand these requirements. We may reject any application that does not propose a five-year project period as reflected on the applicant's ED 524 Form Section A and budget narrative form that are submitted as part of the application. In other words, be sure to fill out your 524 Form carefully.

Eligible applicants to the HEP and CAMP programs are either institutions of higher education (IHEs) or private nonprofit organizations. If a private nonprofit organization other than an IHE applies for a HEP or 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 the HEP grant, some aspects of the project, with the facilities of that
☐ IHE. Individuals, state education agencies, and local education agencies are not
considered eligible applicants.

Hart Medina, Dylan 21:45

This program does not require cost sharing or matching for either HEP or CAMP.
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.

Hart Medina, Dylan 22:07

Please 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. At this
point, we'll do a quick question break and the question is: Which browsers work best
with Grants.gov?

Hart Medina, Dylan 22:34

The latest versions of Microsoft Internet Explorer, Mozilla Firefox and Google Chrome
and Apple Safari are supported for use with Grants.gov. However, these web
browsers undergo frequent changes and updates, so we do recommend that you
have the latest version when using grants.gov. Legacy versions of these web
browsers may be functional, but you may experience issues. Grants.gov no longer
provides support for Microsoft Internet Explorer 9 or below. For additional
information or updates, please see the Grants.gov browser information in the
applicant FAQs on the Grants.gov website.

We'll next turn over to the topic on application formatting.

Recommended project narrative page length. 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, budget section, including the budget, the
narrative budget justification, the assurances and certifications, or the one-page
abstract, the resume, 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 contain the job descriptions, duties, and minimum qualifications for key personnel. Provide resumes of key personnel in the attachment and appendices section. And these, again, are not included in the 25-page length.

The application narrative is where you, the applicant, address the selection criteria that readers will use to evaluate your application. As stated in the NIA, the Department recommends that applicants adhere to the following formatting recommendations.

A page is 8 1/2" by 11" on one side only with one-inch margins at the top, bottom and, both sides. It should be double spaced with no more than three lines per vertical inch and use the font that is either 12 point or larger or no smaller than ten pitch (characters per inch). Use one of the fonts shown on this slide.

On the next slide, we'll provide specifics on how to submit your application. This is an extremely important first step that we advise you to begin as soon as possible. Please do register for SAM, which is the System for Award Management registry.

It may take approximately 7 to 10 business days to complete SAM registration, and it could take longer to complete depending on completeness and accuracy of submitted data.

You may begin working on your application while completing the registration process. You cannot submit an application, however, 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 on Grants.gov and before you can submit an application through Grants.gov. Your organization will need to update its SAM registration annually.

HD **Hart Medina, Dylan** 26:32

Information about SAM is available at www.sam.gov. Again, we do recommend you

start this process as soon as possible as we do not provide exemptions because of

☐ late SAM registration.

HD **Hart Medina, Dylan** 26:52

Before you submit your application, you will also need a unique entity identifier, or a UEI. The UEI is assigned to your organization in the system award management (SAM) at the time your organization registers in SAM. You must provide the UEI on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov.

HD **Hart Medina, Dylan** 27:21

If you do not enter the same UEI number on your application as the UEI you registered with, Grants.gov will reject your application.

HD **Hart Medina, Dylan** 27:35

And finally, you must have a TIN, or a tax ID number. This is obtained from the IRS, and a new TIN can take two to five weeks to become active. Please note we are not specialists in these topics of SAM registration, UEIs, or tax identification numbers, but we just wanted to provide you this information as 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, you should start acquiring them now.
More information can be found in the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, which was published in the Federal Register on December 7th, 2022, and available at the link on this slide. Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs published in the Federal Register on December 7th, 2022, and also available on the link showed on this slide.

HD **Hart Medina, Dylan** 28:49

Applicants are also required to follow 34 CFR 206.20 "What must be included in an application?" which is also available at the link shown on the slide and in the NIAs.

HD **Hart Medina, Dylan** 29:10

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 even before you plan to submit. After submitting an application, the applicant receives a tracking number as confirmation of receipt.

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 the grant application to us. Submissions should be in portable document format (PDF), but you may also submit in Microsoft Word file format.

This next slide shows a screenshot of Grants.gov Application Applicant Help Page. The web address to the Grants.gov applicant help page is also included on this slide.

HD **Hart Medina, Dylan** 30:42

Review the training resources on this website here, as it will walk you through each step of the process.

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. The funding opportunity number for each grant is shown on this slide. Please note that the best way to get help with Grants.gov is to go directly to the source.

Please call the number or email the mailbox on the slide with any Grants.gov questions or issues. The hours of operation for Grants.gov are also listed on this slide.

HD **Hart Medina, Dylan** 31:40

At this point, we have two additional questions that we'll review. I'll read each question and then pause, and you may submit your responses in the chat. The first question is: Can sections that will take a considerable amount of space in the narrative be addressed in tables? Please feel free to put your answer in the chat.

Great. Thank you. I saw a couple answers come through in the chat, and thank you for your submissions. The answer is that, in general, tables are not appropriate for a narrative. Tables are appropriate to display quantitative data, or a combination of quantitative and qualitative data, which could include a table of specific project objectives with numerical targets. Moreover, narratives displayed in the tables may be confusing to readers and could result in a negative score.

The second question is: Why might an application be rejected in the Grants.gov system? For the second question, again, feel free to put your answer in the chat.

HD **Hart Medina, Dylan**   34:12

OK, I see some answers that are coming in the chat. Thank you for your submissions there.

There are some common reasons why an application might be rejected in Grants.gov. Now, this is not an exhaustive list, but some of the reasons can include the UEI number of the submitter does not match the UEI number on the application, a virus was detected in file format, the attachments do not follow the proper naming convention, the application was submitted after the deadline for receiving applications, or the submitter does not have an authorized Grants.gov application registration.

HD **Hart Medina, Dylan**   35:03

These are just a few reasons why an application might be rejected in the Grants.gov system.

Selection criteria. The award selection criteria determine the order and organization of your project narrative. The quality of the content is key; however, errors in grammar and spelling may obscure your content.

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

Organization of the Project Narrative. These are the points available for each of the six selection criteria. Now, we'll go over each one in more detail in just a moment,

but your project narrative should be organized in this way, and you must address all sub-criteria and the corresponding criteria.

Please remember the 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.

HD **Hart Medina, Dylan**   36:23
Identical or substantially similar applications are not responsive to the scoring criteria.

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.

HD **Hart Medina, Dylan**   36:52
And please refer to the application for guidance as it is important to read the details of each selection criterion.

One important note here on the need for the project is that the 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 within the context of that 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 project design. The Secretary considers the quality of the design of the project. In determining the quality of the design of the project, the Secretary considers the following factors:

The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable, which is 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, which is 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, which is up to 5 points.

And the extent to which the proposed project demonstrates a rationale as defined in 34 CFR 77.1(c), which is 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, which is up to 3 points.

In addition, the Secretary considers the following factors:

The extent to which the services to be provided by the project are appropriate to the needs of the intended recipients or beneficiaries of those services, which is 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, which is up to 7 points.

Hart Medina, Dylan 40:16

The likely impact of services to be provided by the proposed project on the intended recipients of those services, which is up to 7 points.

Hart Medina, Dylan 40:31

Quality of the project personnel. The Secretary considers the quality of the personnel that will carry out the proposed project. In determining the quality of the 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, which is up to 3 points.

In addition, the Secretary considers the qualifications, including relevant training and experience of key project personnel, which is up to 7 points.

Adequacy of resources. The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

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

The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project, which is up to 4 points.

And the extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project, which is up to 4 points.

As a note, when addressing this criterion, applicants may want to consider including information from 206.20(d)(2), which requires applicants to 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.

Now, if some of these are provided through non-federal funds, you still must address them here, and furthermore, you must address them in the budget narrative that explains how you will use both federal and non-federal funds. Now, I'll turn it back over to Millie.

Bentley-Memon, Millicent 43:09

Thank you, Dylan. Quality of project evaluation. 20 points.

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

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.

Bentley-Memon, Millicent 44:20

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 individual and/or organization that have agreed to serve as evaluator for the project and describe the qualifications of that evaluator.

Bentley-Memon, Millicent 45:04

As always, please refer to the application for details.

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

A practice guide prepared by the What Works Clearinghouse reporting a "strong evidence base" or "moderate evidence base" for the corresponding practice guide recommendation.

An intervention report prepared by the What Works Clearinghouse reporting a "positive effect" or "potentially positive effect" on a relevant outcome with no reporting of a "negative effect" on a relevant outcome or

A single study assessed by the US Department of Education, 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.

What is evidence-based?

Promising evidence is one of the four levels of evidence the Department has defined, ranging from the most rigorous (strong evidence) to the least rigorous (demonstrates a rationale).

Strong evidence is produced from an experimental study. Moderate evidence is produced from a quasi-experimental study. Promising evidence is produced from a correlational study with statistical controls for selection bias. And demonstrates a rationale does not produce evidence but 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.

We will discuss the last two in more detail as their reference in the Notice Inviting Application.

Here we see the two evidence levels referenced in the Notice Inviting Applications.

Bentley-Memon, Millicent   47:47

Applications will be evaluated based on their use of these levels of evidence upon entry and exit.

Evidence upon entry requires the project demonstrate a rationale, which means the project has identified a key component in the project that, based on high quality research, the applicant hypothesizes is critical to achieving the relevant outcomes.

Exit evidence describes relationships between the key project components and the relevant outcomes. This helps with making connections between the activities or strategies in the project and the outcomes you plan to measure in your evaluation.

We expect to see applications that propose evaluations that can build evidence around project components at the promising evidence level.

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.

Bentley-Memon, Millicent   49:02

Project component: an activity, strategy, intervention, process, product, practice, or policy included in the project (e.g., tutoring, counseling, advising, health services, housing assistance, student stipends).

Bentley-Memon, Millicent   49:23

Relevant outcome: the student outcome or other outcomes the key project component is designed to improve consistent with the specific goals of the program.

What is the logic model? Logic model, also referred to as a theory of action, means a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice (i.e., the active ingredients that are hypothesized to be critical to achieving the relevant outcomes and describes the relationships among the key components and outcomes theoretically and operationally).

Bentley-Memon, Millicent 50:05

Further, from the Code of Federal Regulations, 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.

These are the basic components of a logic model. To review, the components are:

Resources: these are the materials to create the program, implement its activities and attain desired outputs and outcomes. Examples include material or nonmaterial resources such as facilities, funding, curricula, community support, and time.

Activities 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.

Outputs: process-oriented results or products of the program, typically expressed in numbers (e.g., number of students tested, number of teachers or parents trained). They don't tell if a change occurred from the program.

Bentley-Memon, Millicent 51:32

Impacts on outcomes: these include long term outcomes and represent changes in program participants, knowledge, beliefs, or behavior, such as higher achievement

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rates, higher graduation rates, and higher college acceptance rates.

One can see how these components correspond to selection criteria in the HEP and CAMP competitions 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, such as correlational study, quasi-experimental study, and experimental study. It might be helpful to distinguish the difference between demonstrates a rationale and promising evidence.

When applicants are discussing demonstrates a rationale, that is the theory of action for their entire project, using a logic model to help describe why they designed it the way they did. Demonstrates a rationale does not require any evidence as an input.

Bentley-Memon, Millicent 53:14

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 here. In this case, evidence is the desired output.

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

Bentley-Memon, Millicent 54:21

Note that intervention is the 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 used to compare subjects, such as students who are similar, except one group, which is the treatment group, received the intervention, and another group, which is the comparison group, did not receive the intervention.

Bentley-Memon, Millicent 55:01

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 due to something else.

Additional technical assistance. 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 website, which gives technical assistance on both topics. Through this National Center, you will find resources available at the What Works Clearinghouse, Regional Education Laboratories, Evaluation Studies, and Education Resources Information Center.

Bentley-Memon, Millicent 55:50

You may also view HEP and CAMP technical assistance resources available on the HEP and CAMP websites identified on the last slides of the presentation.

Other factors in selecting awards. I would like to note that, in reviewing applications in any discretionary grant competition, the Secretary may consider the past performance of an 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.

Bentley-Memon, Millicent 56:43

In addition, in making a competitive grant award, the Secretary also requires various assurances, including those applicable to federal civil rights law, that prohibit discrimination in programs or activities receiving federal financial assistance from the US Department of Education.

Bentley-Memon, Millicent 57:09

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 or Code of Federal Regulations, as applicable, or 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 the $40 million appropriation in fiscal year 2024, there are two 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 funds available 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.

Geographic distribution continued. The Secretary may consider the need to provide equitable geographic distribution of HEP and CAMP awards when:

Two or more applicants received 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 projects, or two or more applicants propose to operate similar projects in the same geographic region.

When evaluating a potentially overserved or underserved geographic region, the Secretary may consider factors such as migrant 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 (e.g., private nonprofit organization, two-year institution of higher education, four-year institution of higher education), and the number of students proposed to be served by the current or proposed project.

The Code of Federal Regulations requires annual targets for federal programs. In HEP, the target for performance Measure 1 (high school equivalency attainment) is 69%, and the target for Measure 2 (placement) is 80%.

Performance Measure 1 is the key performance 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 participants that it expects in its application, then the chance of meeting the Performance Measure 1 target is diminished. Performance Measure 1 is calculated by dividing the number of high school equivalency attainers by the number of participants minus the number of HEP persisters.

Performance Measure 2, placement, is calculated by dividing the number of high school equivalency attainers who received placement by the number of high school equivalency attainers. Projects are encouraged to set targets equal to or higher than the national targets.

In CAMP, the target for Performance Measure 1 first year completion is 86%, and the Performance Measure 2 first year completers continuing their postsecondary education is 92%.

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 Performance Measure 1 target is diminished.

Performance Measure 1 is calculated by dividing the number of first year academic completers by the number of CAMP participants minus the number of CAMP persisters.

Performance Measure 2 is calculated by dividing the number of CAMP first academic year completers who continued by the number of CAMP first academic year completers. Projects are encouraged to set targets equal to or higher than the national targets.

Program Performance Measures are core objectives that apply to all grantees. Projects may also establish their own goals or objectives within the scope of the programs authorizing legislation and regulations. 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 implementing and reporting everything you propose. Specifically, you will be reporting on your project's objectives, Performance Measures, and other data within an interim performance report, annual performance report, and final performance report.

Now, let's have another question break. I'll start with our question and answer, and then we'll pause to review questions in the chat. The question is: how will reviewers viewers evaluate each criterion?

The answer is: 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.

I'll turn it back to Dylan Hart-Medina as we continue. Thank you.

Hart Medina, Dylan 1:04:28

Thank you, Millie.

This time, we'll discuss parts of the application. The separate parts of the application are on this slide, and the next can also be found in Grants.gov.

Part 1 preliminary documents. This includes the application for federal assistance form SF 424 and ED supplemental information for SF 424.

Part 2 budget information. ED budget information non-construction programs (ED form 524).

Hart Medina, Dylan 1:05:12

Part 3. The ED abstract form.

Part 4. The project narrative application form.

Part 5. Budget narrative application form.

There are additional parts of the application, and this includes Part 6: Other attachment form, which includes, which may include, individual resumes for project directors and key personnel, copy of the indirect cost rate agreement, letters of support, if any, though this is not mandatory. References or bibliography which is optional. One thing just to add is that the copy of the indirect cost rate agreement is optional.

Part 7 assurances and certifications. It includes disclosure of lobbying activities with the standard form LLL. Grants.gov lobbying form certification regarding lobbying, which is the ED 80-013 form and the General Education Provisions Act, GEPA, requirements Section 427. That's ED GEPA 427 Form.

Additional parts of the application. Part 7. Assurances and certifications continued. Assurance that the staff has a demonstrated knowledge of and will be sensitive to

the unique characteristics of needs of the migrant and seasonal farmworker population. This is part of the 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.

Part 8. Intergovernmental Review Executive Order 12372 state single point of contact list.

So, it's important to note that applications may request at the most $475,000 for a HEP award and $475,000 for a CAMP award. Additionally, the minimum amount to apply for either a HEP or a CAMP grant is $180,000. Applications that request more than the maximum may be rejected, and applications that request less than the minimum amount will be rejected.

HD **Hart Medina, Dylan**   1:08:51

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. Please refer to this slide for additional information on Form ED 524.

Indirect cost information on the ED 524 section A. This section is to be completed by the business office of your organization. Applications must provide the indirect cost rate agreement, known as the ICRA, and the relevant government agency. The organization should have a current indirect cost rate agreement with the federal government if they claim indirect costs. The information should include the cognizant government agency. If there is no indirect cost rate agreement or the indirect cost rate agreement is out of date, the entity has 90 days to submit evidence

the applicant is seeking the ICRA. Please note that HEP and CAMP are training programs that are limited to an 8% or lower indirect cost rate.

HD **Hart Medina, Dylan**   1:10:27
Grants awarded under HEP and CAMP have been designated training grants. Regulations limit reimbursements of indirect costs under training grants to nongovernmental grantees.

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

Project abstract.
The project abstract should include a concise (one double spaced) page description of the following information, preferably in the in the following order:

The goals and expected outcomes.

The primary activities to be accomplished by the grant recipient.

The number and location of proposed sites.

How the invitational preference priority is being addressed, as applicable, and

How the competitive preference priority is being addressed, as applicable.

Non-federal funds. Non-federal funds must be non-federal and cannot come from another federally funded source. 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. 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 for each year of the grant that you proposed them. This is necessary to maintain the integrity of the competition, since readers consider these non-federal contributions when scoring applications.

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.

HD **Hart Medina, Dylan** 1:13:01

See the Education Department General Administrative Regulations and OMB Uniform Guidance at the link on the slide. 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. In Part C budget narrative, you'll provide an itemized budget breakdown and justification by project here for each budget category listed in sections A and B of the ED 524 tables. For grant projects that will be divided into two 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.

For non-federal funds or resources listed in Section B that are provided as voluntary cost sharing, you must include:

The specific costs or contributions by budget category.

The source of the cost 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.

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 the project director and key personnel have not been selected, provide the job descriptions with minimum required qualifications for the key personnel positions. The department will review these job descriptions when approving key personnel changes.

HD   **Hart Medina, Dylan**   1:15:22

Applicants may also provide letters of support from organizations specifically referenced in the project narrative that will provide significant collaboration to the project. And finally, applicants may also include references and bibliographies, though this is optional. These attachments are used by OME staff for the administration of those grants that are awarded.

Assurances and certifications. Please be certain to complete all required assurances and certifications in Grants.gov and include all required information in the appropriate place on each form. The assurances and certifications required for these applications are:

The disclosure of lobbying activities SF LLL and Grants.gov. Certification regarding Lobbying and 80-013 Form

GEPA (ED GEPA 427 form)

Assurance that the staff has demonstrated knowledge of and will be sensitive to the unique characteristics and needs of the migrant and seasonal farmworker population. And that's as part of the 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, and

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. And that's as required under 34 CFR 206.20.

The Department released a new GEPA form, and this form went live on Grants.gov on April 3rd of 2023.

The updated form includes 4 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.

On this slide, you'll find some helpful hints. Please be sure to carefully check your ED 524 forms. The funding opportunity numbers are shown on this slide along with the Grants.gov website. The application submission deadline is January 16th, 2024.

HD **Hart Medina, Dylan**   1:18:48

Please also be sure to explain the use of federal and non-federal funds in the budget narrative and include the resumes, job descriptions, and minimum qualifications in the attachments.

At this point, we'd like to say that we hope you found this webinar helpful.
If you have questions now, you may continue to submit them in the chat box.
Any questions that we're not able to respond to today and any additional questions can be submitted via email to program contacts.

On this slide, we've included the HEP and CAMP websites as well as the HEP and CAMP program team contact information. And thank you again. Please continue to provide any questions in the chat, and any questions that we aren't able to answer today, we'll be sure to follow up on. Thank you again.