FY 2023 RURAL POSTSECONDARY & ECONOMIC DEVELOPMENT PROGRAM
PRE- APPLICATION WEBINAR

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DISCLAIMER

NOTE: THE FEDERAL REGISTER IS THE OFFICIAL APPLICATION SUBMISSION GUIDE. THIS WEBINAR PROVIDES TECHNICAL ASSISTANCE ONLY

AGENDA

- General Information/FY 2023 Competition at a Glance
- Purpose
- Eligibility Information
- Requirements
- Priorities
- Selection Criteria
- Understanding Indirect Costs
- Budget Tips
- Performance Measures
- Planning Your Grant Application
- Application Review and Selection Process
- Submission Information
- Call for Peer Reviewers
- Questions from the Field
- Resources and Program Contacts

GENERAL INFORMATION

- Notice Inviting Applications (NIA) published in the Federal Register on April 18, 2023, with a deadline of June 20th, 2023.
- Download application package in Grants.gov by searching for the ALN 84.116W or Funding Opportunity Number ED-GRANTS-041823-003.
- Frequently Asked Questions (FAQ) will be posted on the RPED website following this webinar.

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FY 2023 COMPETITION AT A GLANCE

- APPLICATION AVAILABLE: April 18, 2023
- APPLICATION DEADLINE: June 20, 2023, at 11:59pm ET
- ESTIMATED AVAILABLE FUNDS: $44,550,000
- ESTIMATED RANGE OF AWARDS: $1,782,000 to $2,227,500 (FOR 4 YEARS)*
- MAXIMUM AWARD: We will not make an award exceeding $2,227,500 for the entire project period of 48 months.
- PROJECT PERIOD: 48 MONTHS
- ESTIMATED NUMBER OF AWARDS: 23

* ALL AWARDEE FUNDS WILL BE FRONTLOADED.

- PRIORITIES
  - 2 Absolute Priorities
  - 1 Competitive Preference Priority
  - 3 Invitational Priorities
- This program uses an unrestricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see https://www2.ed.gov/about/offices/list/ocfo/intro.html
- Budgets may not exceed range cap but may be below the estimated range.

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PROGRAM PURPOSE

The purpose of the RPED grant program is to improve rates of postsecondary enrollment, persistence, and completion among rural students through development of career pathways aligned to high-skill, high-wage, and in-demand industry sectors and occupations in the region.

ELIGIBILITY

Institutions of Higher Education (IHEs) (as defined in section 101 of the HEA (20 U.S.C. 1001)) that are public or private nonprofit IHEs, and public and private nonprofit organizations and agencies that partner with IHEs.

COMPETITION PRIORITIES

Two (2) Absolute Priorities (Required)

1. Absolute Priority 1 -- Rural Applicants.
2. Absolute Priority 2 -- Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

One (1) Competitive Preference Priority (Optional for up to 10 additional points)

1. Competitive Preference Priority -- Strengthening Cross-Agency Coordination and Community Engagement To Advance Systemic Change

Three (3) Invitational Priorities (Optional – no points awarded for addressing these priorities)

1. Invitational Priority 1 -- Supporting Secondary Students To Access Postsecondary Education
2. Invitational Priority 2 -- Supporting the Development of Academic Programs With Career Pathways
3. Invitational Priority 3 -- Supporting Transition From Community College to a 4-Year Institution of Higher Education

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ABSOLUTE PRIORITY #1 (REQUIRED)

ABSOLUTE PRIORITY 1: Rural Applicants

Under this priority, an applicant must demonstrate one or more of the following:

a) The applicant proposes to serve a community that is served by one or more LEAs with a locale code of 32, 33, 41, 42, or 43;

b) The applicant proposes a project in which a majority of the schools served have a locale code of 32, 33, 41, 42, or 43;

c) The applicant is an institution of higher education (IHE) with a rural campus setting, or the applicant proposes to serve a campus with a rural setting. Rural settings include any of the following: Town-Fringe, Town-Distant, Town-Remote, Rural Fringe, Rural-Distant, Rural-Remote, as defined by the NCES College Navigator search tool.

Note: Applicants are encouraged to retrieve locale codes from the NCES School District search tool (https://nces.ed.gov/ccd/districtsearch/), where LEAs can be looked up individually to retrieve locale codes, and the Public School search tool (https://nces.ed.gov/ccd/schoolsearch/), where individual schools can be looked up to retrieve locale codes. Applicants are encouraged to retrieve campus settings from the NCES College Navigator search tool (https://nces.ed.gov/collegenavigator/) where IHEs can be looked up individually to determine the campus setting.

ABSOLUTE PRIORITY #1 (REQUIRED)

What do these locale codes mean?

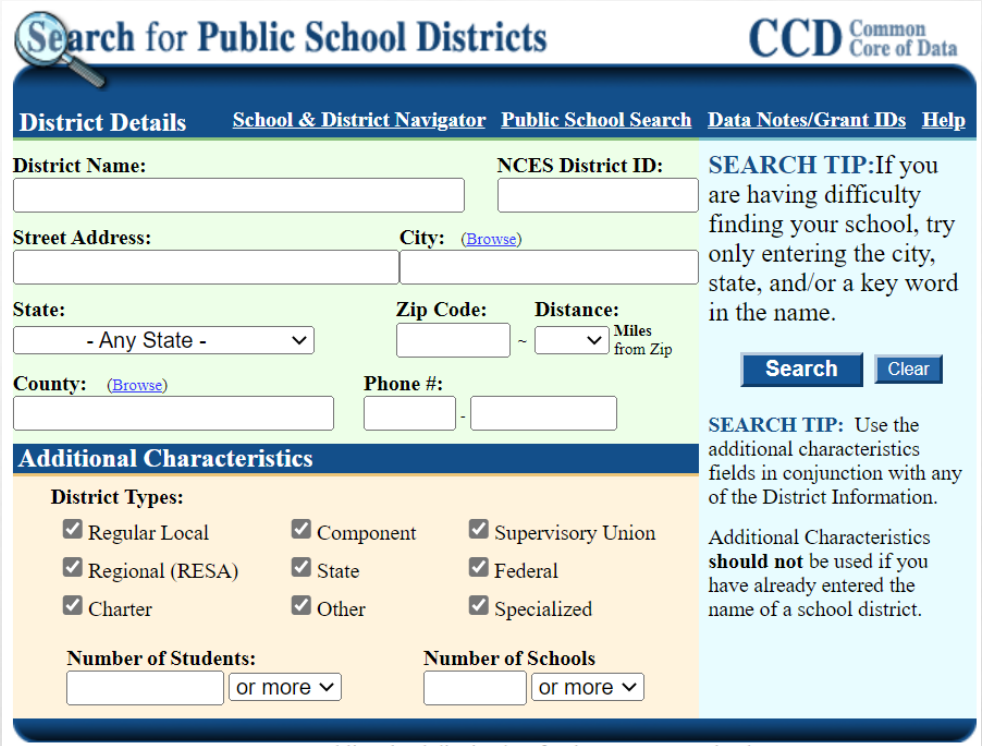
- 32 - Town Distant
- 33 – Town Remote
- 41 – Rural Fringe
- 42 – Rural Distant
- 43 – Rural Remote

ABSOLUTE PRIORITY #1 (REQUIRED)

a) The applicant proposes to serve a community that is served by one or more LEAs with a locale code of 32, 33, 41, 42, or 43;

Local Education Agencies (I.e., school districts)

- Where LEAs can be looked up individually to retrieve locale codes, and the



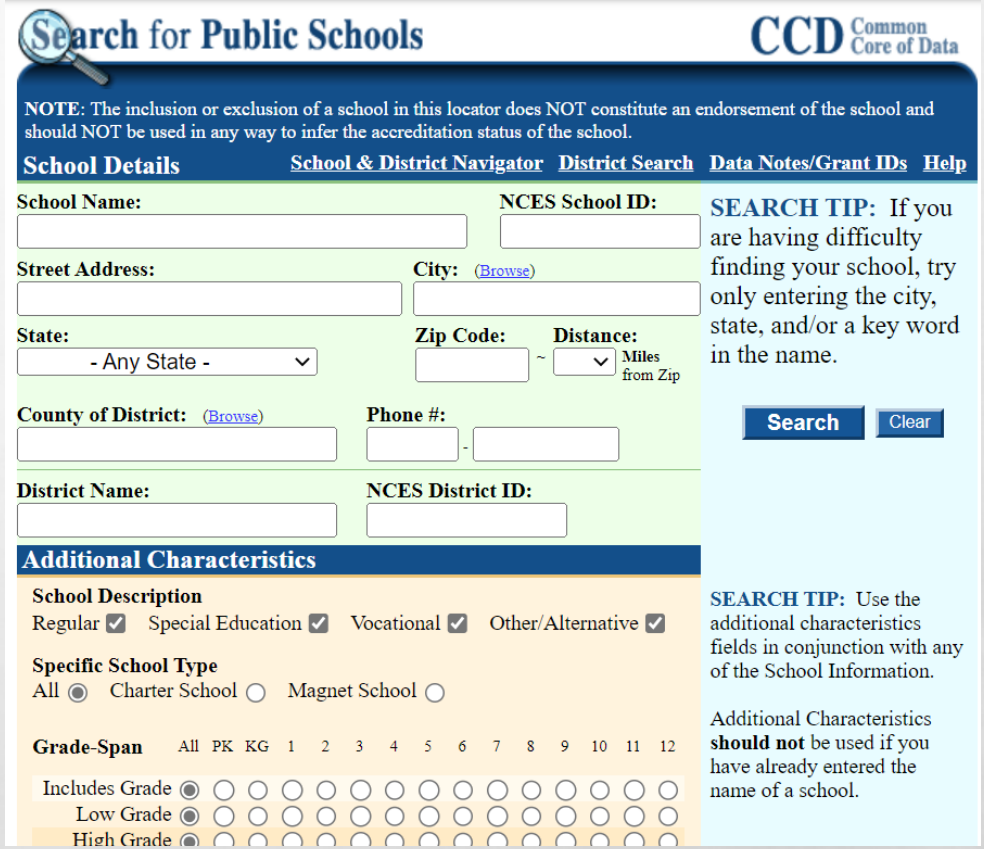
Source: CCD public school district data for the 2021-2022 school year

ABSOLUTE PRIORITY #1 (REQUIRED)

b) The applicant proposes a project in which a majority of the schools served have a locale code of 32, 33, 41, 42, or 43;

Public School search tool

- Where individual schools can be looked up to retrieve locale codes.



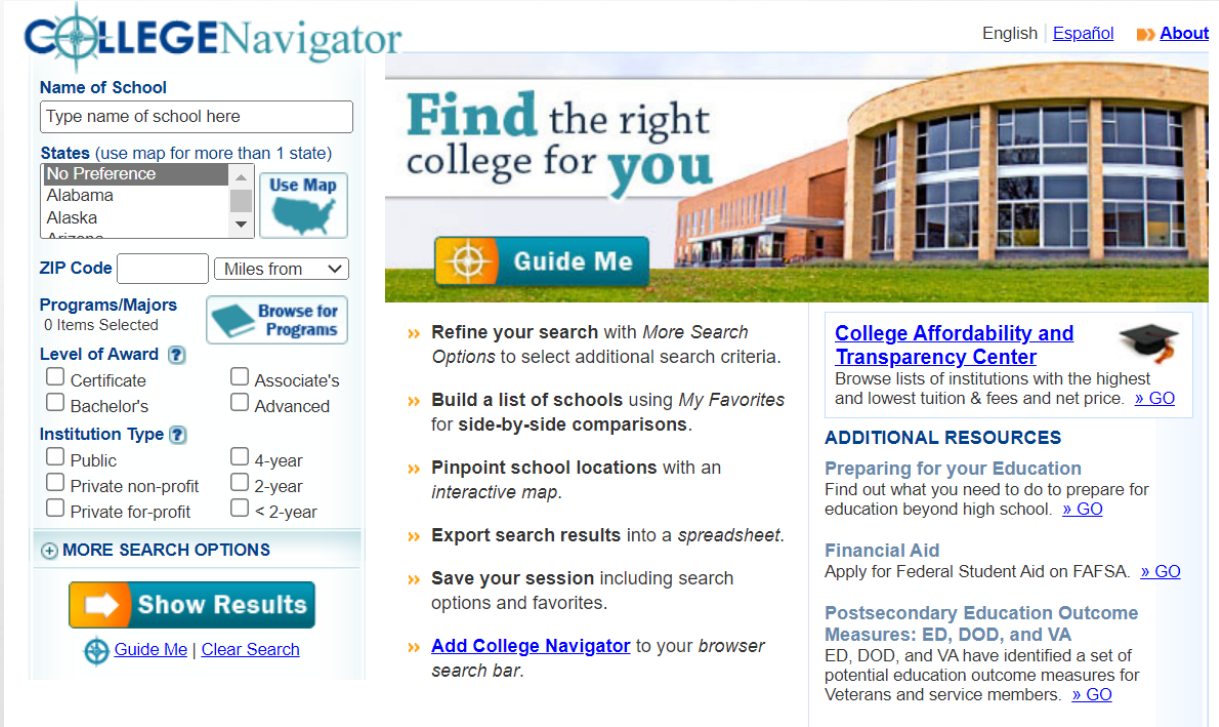
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ABSOLUTE PRIORITY #1 (REQUIRED)

c) The applicant is an institution of higher education (IHE) with a rural campus setting, or the applicant proposes to serve a campus with a rural setting. Rural settings include any of the following: Town-Fringe, Town-Distant, Town-Remote, Rural Fringe, Rural-Distant, Rural-Remote, as defined by the NCES College Navigator search tool.

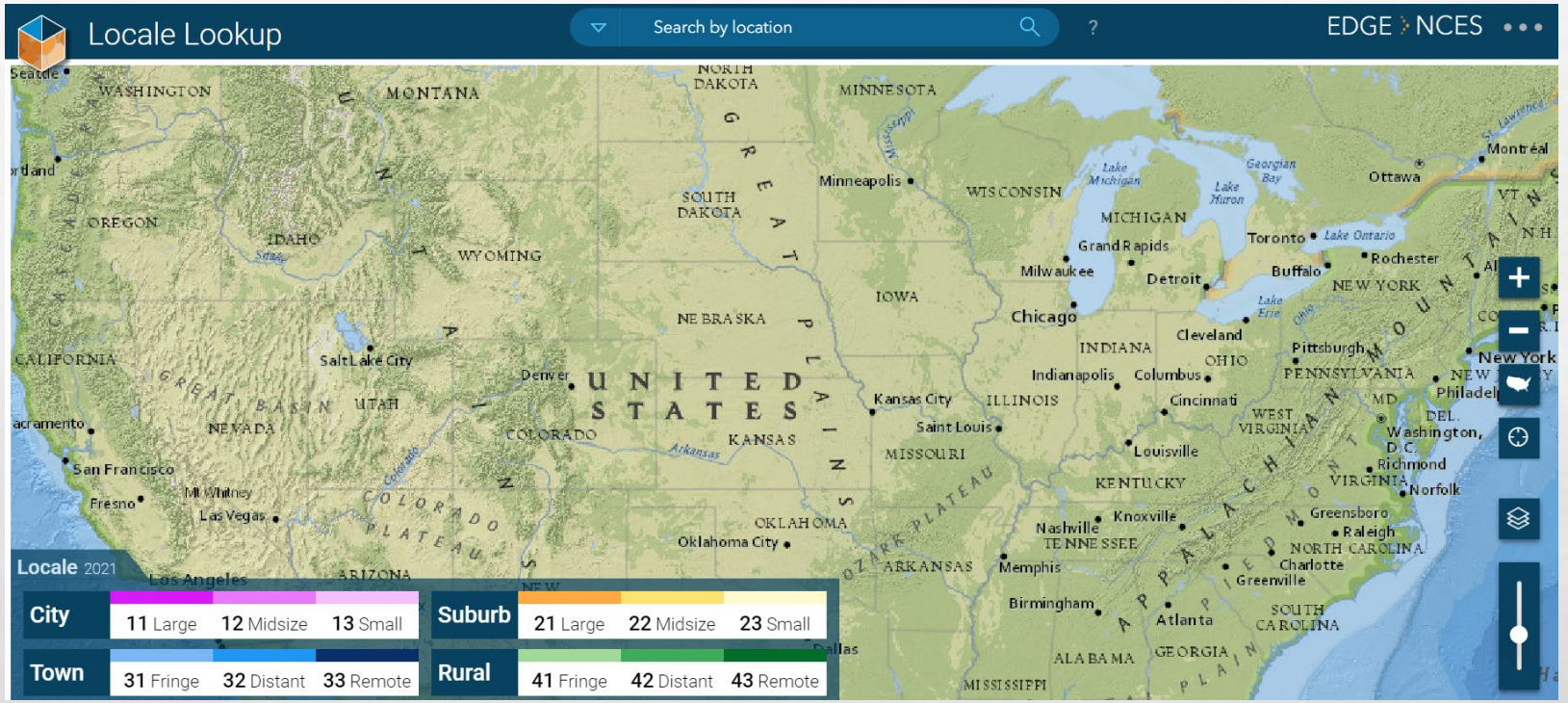
[NCES College Navigator search tool]

- Where IHEs can be looked up individually to determine the campus setting.



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ABSOLUTE PRIORITY #1 (REQUIRED)



General Locale Lookup by address

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ABSOLUTE PRIORITY #2 (REQUIRED)

ABSOLUTE PRIORITY 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by addressing one or more of the following priority areas:

a) Increasing postsecondary education access and reducing the cost of college by creating clearer pathways for students between institutions and making transfer of course credits more seamless and transparent.

b) Increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs, which may include strategies related to college preparation, awareness, application, selection, advising, counseling, and enrollment.

c) Supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, career services, credit-bearing academic undergraduate courses focused on career, and programs to meet basic needs, such as housing, child care and transportation, student financial aid, and access to technological devices.

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ABSOLUTE PRIORITY #2 (REQUIRED)

ABSOLUTE PRIORITY 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by addressing one or more of the following priority areas:

d) Supporting the development and implementation of high-quality and accessible learning opportunities, including learning opportunities that are accelerated or hybrid online; credit-bearing; work-based; and flexible for working students.

e) Supporting the development and implementation of evidence-based strategies to promote students' development of knowledge and skills necessary for success in the workforce and civic life.

f) Providing secondary school students with access to career exploration and advising opportunities to help students make informed decisions about their postsecondary enrollment decisions and to place them on a career path.

COMPETITIVE PREFERENCE PRIORITY (OPTIONAL)

COMPETITIVE PREFERENCE PRIORITY -- Strengthening Cross-Agency Coordination and Community Engagement To Advance Systemic Change (Up to 10 Points)

For FY 2023, 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. Under 34 CFR 75.105(c)(2)(i), we award up to an additional 10 points to an application, depending on how well the application meets this priority, which encompasses up to 5 points per subcomponent described below.

Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students in coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address college readiness (Up to 5 points), workforce development (Up to 5 points), or both.

INVITATIONAL PRIORITY (OPTIONAL)

INVITATIONAL PRIORITY 1 -- Supporting Secondary Students To Access Postsecondary Education

Projects that are designed to provide long-term academic and career advising relationships, and exposure to postsecondary opportunities to students as early as 8th grade to support them through their transition to postsecondary education, including potential transitions from 2- to 4-year programs.

*For FY 2023, 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 CFR 75.105(c)(1), we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

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INVITATIONAL PRIORITY (OPTIONAL)

<u>INVITATIONAL PRIORITY 2 --</u> Supporting the Development of Academic Programs With Career Pathways

Projects that include partnerships with regional economic development or workforce agencies, regional employers, or other relevant nonprofit organizations and support alignment of academic programs with, and development of, high-quality career pathways aligned to high-skill, high-wage, and in-demand industry sectors and occupations in the region.

*For FY 2023, 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 CFR 75.105(c)(1), we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

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INVITATIONAL PRIORITY (OPTIONAL)

<u>INVITATIONAL PRIORITY 3 --</u> Supporting Transition From Community College to a 4-Year Institution of Higher Education

Projects that are designed to provide strategies for developing and maintaining long-term academic and career advising relationships with community college students to support them through their transition to a 4-year IHE.

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SELECTION CRITERIA

- The selection criteria are the criteria against which the peer reviewers evaluate and score each application.
- The Department **selects grantees based on peer reviewer scores**, so clearly addressing the selection criteria is critical.
- Respond to the selection criteria and each factor in the appropriate section.
- The project narrative should be organized in 4 labeled sections that correspond to and follow the order of the seven selection criteria.
    a. Quality of the Project Design
    b. Quality of the Management Plan
    c. Adequacy of Resources
    d. Quality of the Project Evaluation
- The maximum total score that any applicant may receive on the 4 selection criteria is 100 points.
- Now remember you can also respond to the CPP in your application for up to a total of 10 additional points (although not required).
- This would give your application a total of up to 110 points.

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SELECTION CRITERIA

Selection Criteria	Maximum Points
Quality of Project Design	35
Quality of Management Plan	35
Adequacy of Resources	10
Quality of Project Evaluation	20
Total Maximum Score for Selection Criteria	**100**
Competitive Preference Priority	**10**
Total Possible Score Per Application	110

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SELECTION CRITERIA

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Quality of Project Design
(maximum 35 points)

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:

1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (Up to 10 points)

2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (Up to 10 points)

3) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. (Up to 5 points)

SELECTION CRITERIA

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Quality of Project Design
(maximum 35 points)

4) The extent to which the proposed project demonstrates a rationale (as defined in this notice). (Up to 5 points)

5) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (Up to 3 points)

6) 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 2 points)

QUESTIONS TO CONSIDER – Project Design

- Have you identified the target population? Their challenges? Needs?
- How does the proposed project expand or strengthen the institution's capacity and ability to address the needs of the target population?
- Is there evidence that supports your approach to the design of the project? Does the application provide a thorough, high- quality review of literature that is relevant and connects to the project?
- Does the application identify clear goals, objectives, and outcomes to be achieved by the project? How do the objectives relate to the project goals and what are the anticipated outcomes? Are they measurable?
- How would the project be presented using a logic model?
- How will the project continue after the grant period?
- If the project is successful, what improvements or systemic changes are expected?

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SELECTION CRITERIA

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Quality of Management Plan (maximum 35 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (Up to 10 points)

(2) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (Up to 5 points)

(3) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (Up to 5 points)

(4) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (Up to 5 points)

(5) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (Up to 10 points)

QUESTIONS TO CONSIDER – Management Plan

- Does the management plan include clearly defined responsibilities, timelines, and milestones for accomplishing the project? What is the plan to ensure proper and efficient management of the project, including methods of coordination across organizational units, partners, stakeholders, etc.? Who is responsible for what?
- How will you ensure that the project is on schedule and within budget to meet the identified goals and objectives of the project?
- Have sufficient staff and time been committed to ensure that the identified goals and objectives are met?
- How will you determine that the costs were reasonable in relation to the number of students to be served and the anticipated results and benefits?
- How will you ensure that the project produces high- quality products and services?
- How will you ensure feedback and continuous improvement in the operation of the project?

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SELECTION CRITERIA

Adequacy of Resources
(maximum 10 points)

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:

(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (Up to 5 points)

(2) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (Up to 5 points)

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QUESTIONS TO CONSIDER – Adequacy of Resources

- How are the resources related to the successful implementation of the project?
- How will you leverage support from other campus resources to enhance the project?
- Describe if these resources are available at your institution (or in partner institutions); or if you plan to acquire them.
- How does your application speak to how the project partners will support the project beyond the life of the grant?
- Are letters of commitment and support included to demonstrate level of commitment to the project.
- Are the requested funds reasonable in relation to the complexity and scale of The project?
- How does your application articulate buy- in and support from stakeholders and all others involved in the project?

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SELECTION CRITERIA

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Quality of Project Evaluation
(maximum 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:

(1) 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).

(2) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (Up to 10 points)

QUESTIONS TO CONSIDER – Evaluation Plan

- Does the application include methods of evaluation for examining the effectiveness of the project?
- Are the metrics that will be used to measure progress identified?
- How will you determine that the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project?
- Are long- and short-term objectives clear and measurable?
- Are the proposed activities/strategies appropriate to yielding the intended data?
- How will the evaluation be used to inform continuous improvement?

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APPLICATION TIEBREAKERS

1. **First Tiebreaker:** The first tiebreaker will be the highest average score for the selection criterion "Quality of the Project Design". If a tie remains, the second tiebreaker will be utilized.

2. **Second Tiebreaker:** The second tiebreaker will be the highest average score for the selection criterion "Quality of the Management Plan." If a tie remains, the third tiebreaker will be utilized.

3. **Third Tiebreaker:** The third tiebreaker will be the highest average score for the selection criterion "Quality of the Project Evaluation." If a tie remains, the fourth tiebreaker will be utilized.

4. **Fourth Tiebreaker:** The fourth tiebreaker will be the applicant that serves the highest number of LEAs, schools, and/or institutions located in a rural area as identified by the rural locale codes outlined in Absolute Priority 1.

Please refer to the NCES locale lookup resources provided in the slides under Absolute Priority 1.

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UNDERSTANDING INDIRECT COST

INDIRECT COST

APPLICABLE INDIRECT COST RATE TYPE

- This program uses an unrestricted indirect cost rate.
- For more information regarding indirect costs, please see https://www2.ed.gov/about/offices/list/ocfo/intro.html or contact indirectcostdivision@ed.gov

REGULATIONS & GUIDANCE

UNIFORM GUIDANCE

- 2 CFR 200 SUBPART E
- FAQS: https://www.cfo.gov/wp-content/uploads/2014/11/2014-11-26-Frequently-Asked-Questions.pdf

DEPARTMENTAL REGULATIONS

- EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS
  - 34CFR 75.560 - 75.580
  - 34 CFR 76.560 - 76.580

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Budget Tips

a. Budgets should reflect the scale and scope of the project.

b. Budgets may not exceed the estimated range of $1,782,000 to $2,227,500 but they may be below the estimated range.

c. Complete the ED standard form 524 and prepare a **detailed budget narrative** that includes the costs and justification of costs.

d. No cost share or matching requirements.

e. Scholarships and student financial assistance are only an allowable cost in certain circumstances. Please see the Uniform Guidance for all allowable costs/activities.

f. Unrestricted indirect cost rate.

g. Budgets will be evaluated by peer reviewers for relevance and appropriateness. Program staff will also review budgets to ensure that proposed costs are justifiable, reasonable and allowable.

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Program Performance Measures

PERFORMANCE MEASURES

The performance indicators for the Rural Postsecondary & Economic Development Program are:

The number of rural students served by direct student services supported by the grant.

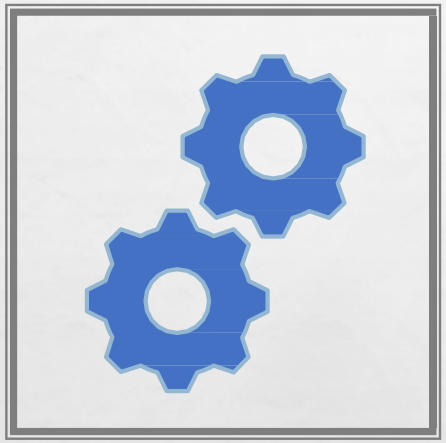
The change in the annual enrollment rate at grantee and partner institutions of rural students who are served by direct student services supported by the grant from one year to the next.

The number of rural students served by direct student services supported by the grant that transfer to a four-year institution or obtain a degree or certificate of completion.

The number of rural students served by the program who obtain a paid internship, apprenticeship, or employment

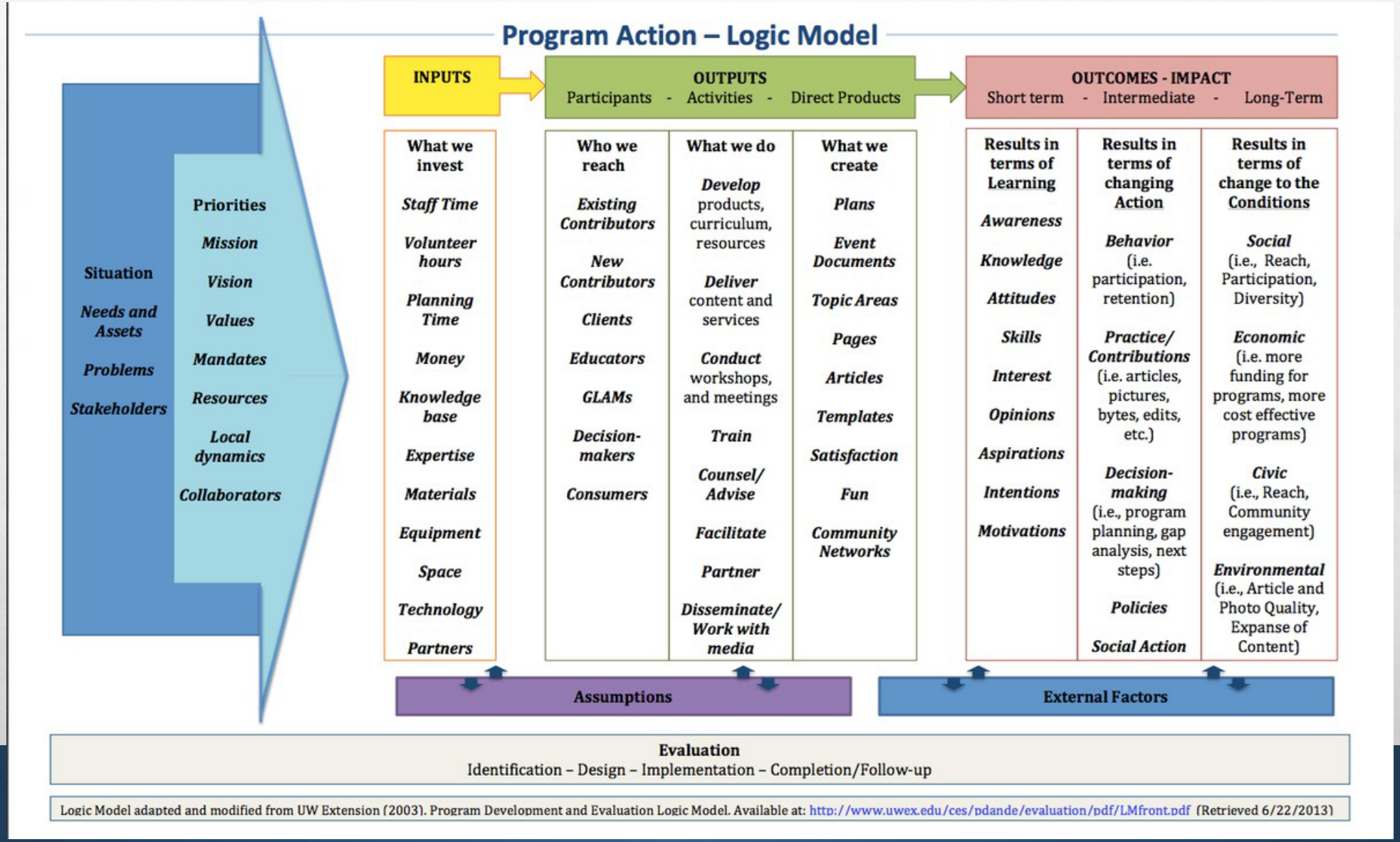
THE LOGIC MODEL

COMPONENTS OF A PROGRAM LOGIC MODEL



- *RESOURCES*: MATERIALS TO IMPLEMENT THE PROGRAM
- *ACTIVITIES:* STEPS FOR PROGRAM IMPLEMENTATION
- *OUTPUTS*: PRODUCTS OF THE PROGRAM
- *IMPACTS ON OUTCOMES*: CHANGES IN PROGRAM PARTICIPANTS' KNOWLEDGE, BELIEFS, OR BEHAVIOR

SAMPLE LOGIC MODEL



Logic Model adapted and modified from UW Extension (2003). Program Development and Evaluation Logic Model. Available at: http://www.uwex.edu/ces/pdande/evaluation/pdf/LMfront.pdf (Retrieved 6/22/2013)

Planning Your Grant Application

PLANNING YOUR GRANT APPLICATION

- Identify goals for your proposed project, especially how they will focus on student academic and career success.
- Analyze every proposed activity to ensure that it is attainable, meaningful, and measurable.
- Choose metrics and evaluation methods that will produce evidence about the project's effectiveness.
- Use the identified performance measures to build your project assessments.

PLANNING YOUR GRANT APPLICATION

- Use analysis and evaluation to identify institutional challenges or issues.
- Focus on the most well analyzed challenges or issues that confront your institution.
- Consider addressing challenges or issues that your institution will have to resolve regardless of funding.
- Dedicate adequate resources and time to develop your funding application and to the project, including clearly outlining the roles and responsibilities of your partners.

PLANNING YOUR GRANT APPLICATION

- Be realistic and straightforward about every aspect of your project design.
- Design activities and services that are manageable and directly address your identified challenges and issues.
- Know your budget and ensure that all costs are allowable, allocable, and reasonable.
- Forecast and create an implementation and management plan that is realistic.
- Work towards sustainability of your project.

PLANNING YOUR GRANT APPLICATION

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- We recommend a limit to no more than 50 pages. This only applies to the application narrative and does not apply to the cover sheet, budget section and budget justification, assurances and certifications, one-page abstract, resumes/CVs, bibliography, or letters of support.
- We recommend that if you are addressing the optional priorities, include no more than 3 additional pages.
- Double space all text in the narrative, including titles, headings, footnotes, quotations, references, and captions.
- Use a readable 12-point font (e.g., Time New Roman, Courier, or Arial).

STRUCTURING YOUR GRANT APPLICATION

- We strongly recommend organizing your application according to the selection criteria, so that the information is easily found by the reviewers.
- Remember reviewers will determine the extent to which the applicant meets the criterion, so it is important to be clear and concise in your responses, and that reviewers don't have to search through your application to find the information.
- Ensure reviewers know exactly which criteria you are responding to.

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Review and Selection Process

Review and Selection Process

- Applications are screened to ensure that they meet all the requirements of the program.
- Peer reviewers have expertise in areas pertinent to the grant program.
- All reviewers are screened for conflicts of interest to ensure a fair and competitive review process.
- Reviewers will read and score applications for each selection criterion, the competitive preference priority, and invitational priority, if applicable.
- A rank order of all applications is developed based on the peer review score.

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Submission Information

Logistical Advice

- **Register early:** Grants.gov registration involves many steps including registration on SAM (www.sam.gov).
- **Write clearly:** Peer reviewers have only your writing to evaluate.
- Ensure that your IHE's **UEI number** is up-to-date and active in SAM https://www.Sam.Gov/sam/.
- **Submit Early:** We strongly recommend that you do not wait until the last day to submit your application.

READ THE NIA. UNDERSTAND THE REQUIREMENTS. PLAN AHEAD.

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SUBMITTING YOUR APPLICATION IN GRANTS.GOV

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HTTPS://WWW.GRANTS.GOV/

- SEACH GRANTS FOR
  - ALN 84.116W or
  - LOOK FOR THE OPPORTUNITY NUMBER: ED-GRANTS-041823-003

- You will then see all of the application information and instructions, including the NIA and application booklet, which outlines the checklist and forms you need to fill out.

SUBMITTING YOUR APPLICATION IN GRANTS.GOV

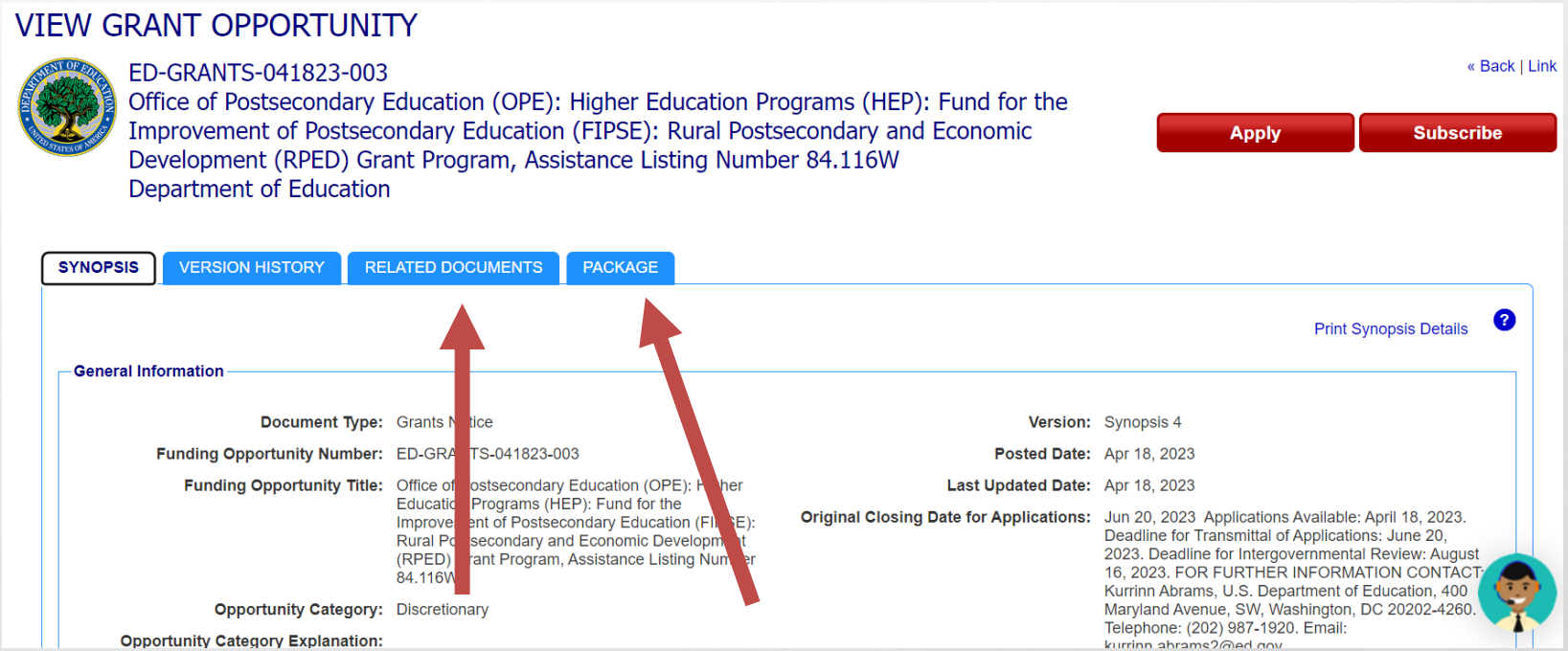
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- Electronic submission required through grants.gov unless you have a waiver. The application uploading process is time consuming. Please submit your application early.
- Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application.
- Workspace, Adobe Forms and PDF Files Required
- For access to complete instructions on how to apply for opportunities, refer to: https://www.grants.gov/web/grants/applicants/workspace-overview.html
- If you have problems submitting to Grants.gov, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

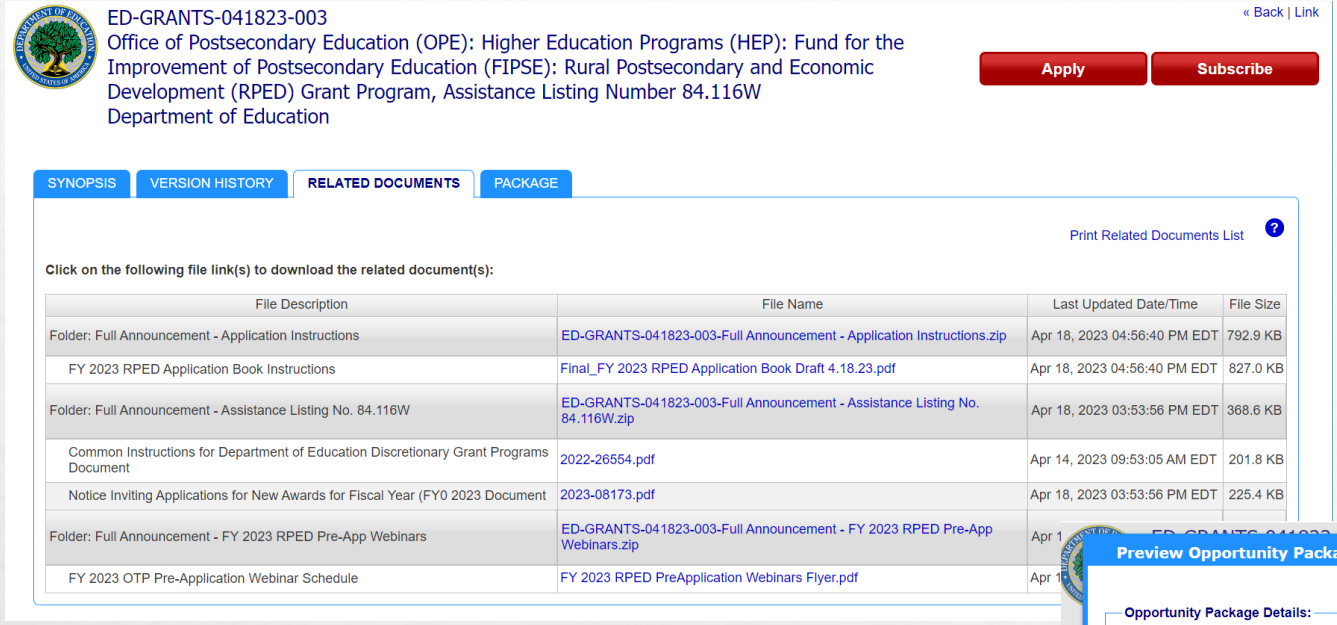
Navigating Grants.gov

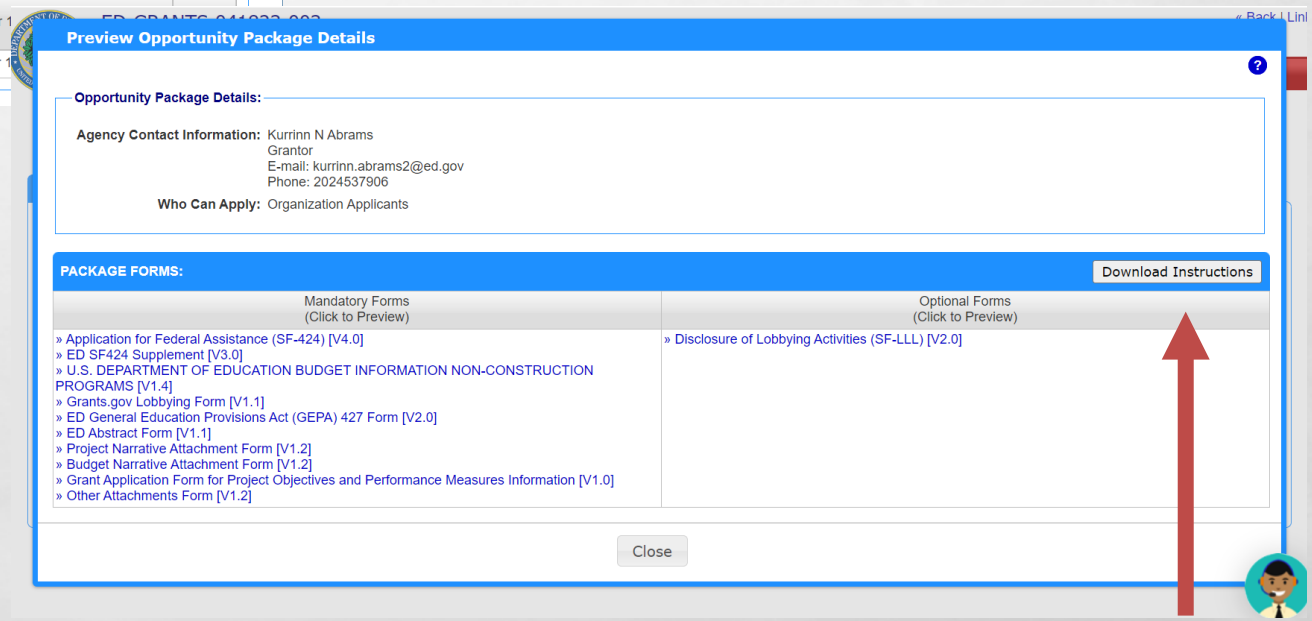

HELP | REGISTER | LOGIN
GRANTS.GOV
FIND. APPLY. SUCCEED.
SEARCH: Grant Opportunities Enter Keyword... GO
HOME
LEARN GRANTS
SEARCH GRANTS
APPLICANTS
GRANTORS
SYSTEM-TO-SYSTEM
FORMS
CONNECT
SUPPORT
As of April 4, 2022, the UEI (SAM) is the unique entity identifier for federal funding opportunities. Learn how to find an applicant's UEI within Grants.gov.
Convenience Comes to Federal Grants
Download the Grants.gov Mobile App to search and submit on the go.
Download on the App Store
GET IT ON Google Play
Reminder: Federal agencies do not publish personal financial assistance opportunities on Grants.gov. Federal funding opportunities published on Grants.gov are for organizations and entities supporting the development and management of government-funded programs and projects. For more information about personal financial assistance benefits, please visit Benefits.gov.
SEARCH
GET
GRANT
GRANT-MAKING
PREVENT
COMMUNITY
TWITTER
YOUTUBE
USER
SUPPORT

Opportunity Number	Opportunity Title	Agency	Opportunity Status	Posted Date	Close Date
ED-GRANTS-041823-003	Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Fund for the Improvement of Postsecondary Education (FIPSE): Rural Postsecondary and Economic Development (RPED) Grant Program, Assistance Listing Number 84.116W	ED	Posted	04/18/2023	06/20/2023



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https://www2.ed.gov/programs/rped/index.html

U.S. DEPARTMENT OF EDUCATION
Office of Postsecondary Education
Washington, DC 20202

FY 2023
APPLICATION FOR GRANTS UNDER
THE RURAL POSTSECONDARY & ECONOMIC DEVELOPMENT PROGRAM

Assistance Listing Number (ALN): 84.116W
Form Approved
OMB No. 1894-0006, Expiration Date: 02/29/2024

DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: June 20, 2023

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Application Checklist

Part I

- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Information for SF 424

Part II

- Budget Summary (ED Form 524)
  - Sections A & B
  - Section C “Budget Narrative Attachment Form”

Part III

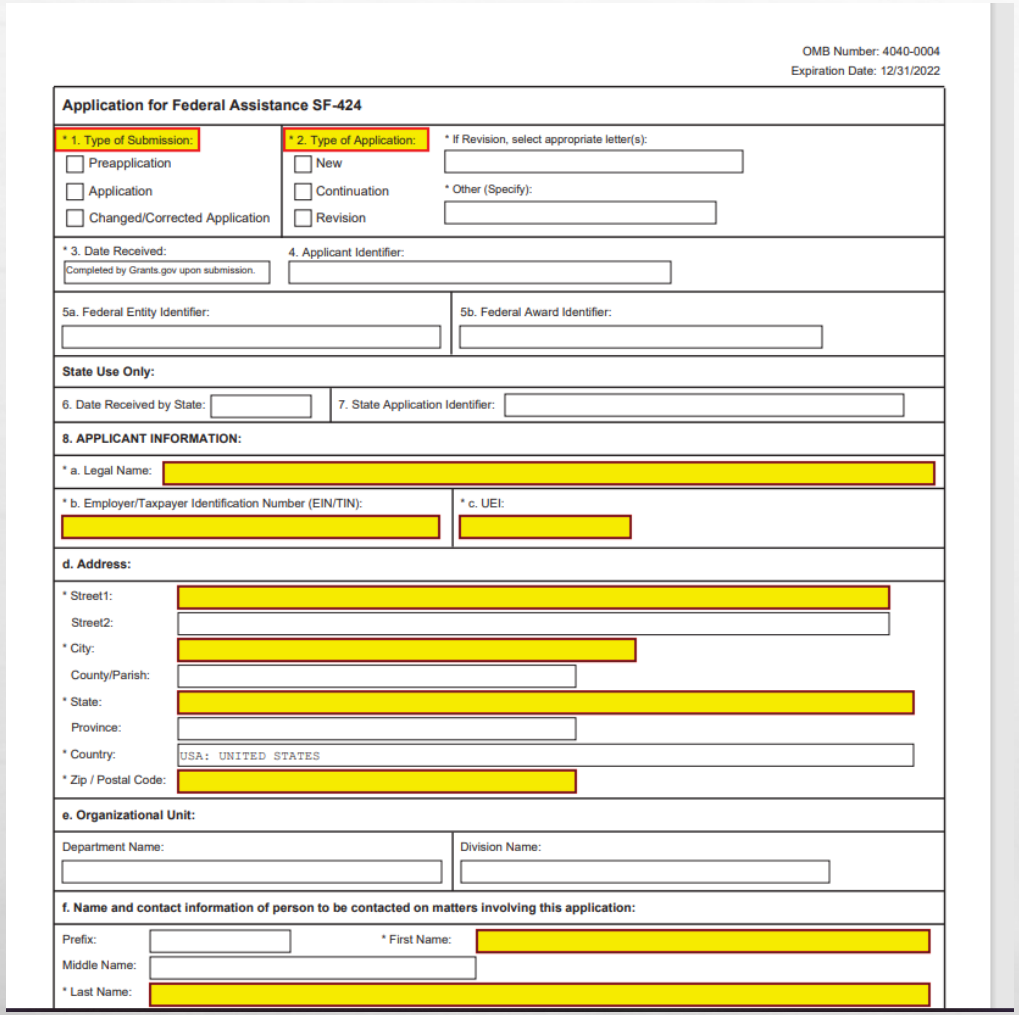
- ED Abstract Form
  - Overview of how project meets priorities
- Project Narrative Form
  - Optional “Table of Contents”
  - Responses to selection criteria
- Other Attachments Form
  - Curriculum Vitae (CV)
  - Letters of commitment and support from all members of the consortium
  - Bibliography
- GEPA Section 427 Form

Part IV

- Assurances/Certifications
  - Disclosure of Lobbying Activities (SF- LLL)
  - Grants.gov Lobbying Form (ED-80- 0013)

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Application Checklist: Part 1



OMB Number: 4040-0004
Expiration Date: 12/31/2022

Application for Federal Assistance SF-424

* 1. Type of Submission:
- ☐ Preapplication
- ☐ Application
- ☐ Changed/Corrected Application

* 2. Type of Application:
- ☐ New
- ☐ Continuation
- ☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. UEI:

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code:

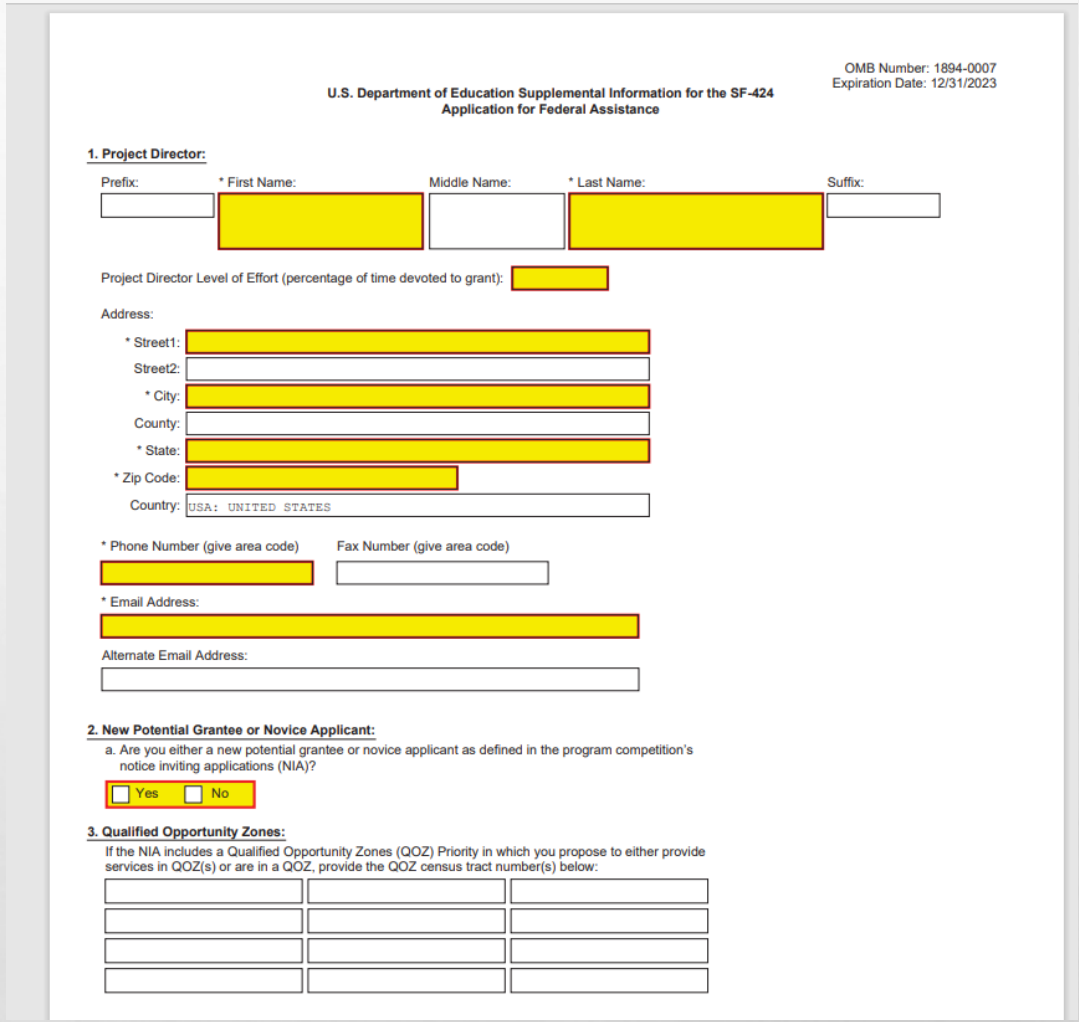
e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:
* First Name:
Middle Name:
* Last Name:



OMB Number: 1894-0007
Expiration Date: 12/31/2023

U.S. Department of Education Supplemental Information for the SF-424 Application for Federal Assistance

1. Project Director:

Prefix:
* First Name:
Middle Name:
* Last Name:
Suffix:

Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:
Street2:
* City:
County:
* State:
* Zip Code:
Country: USA: UNITED STATES

* Phone Number (give area code)
Fax Number (give area code)

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

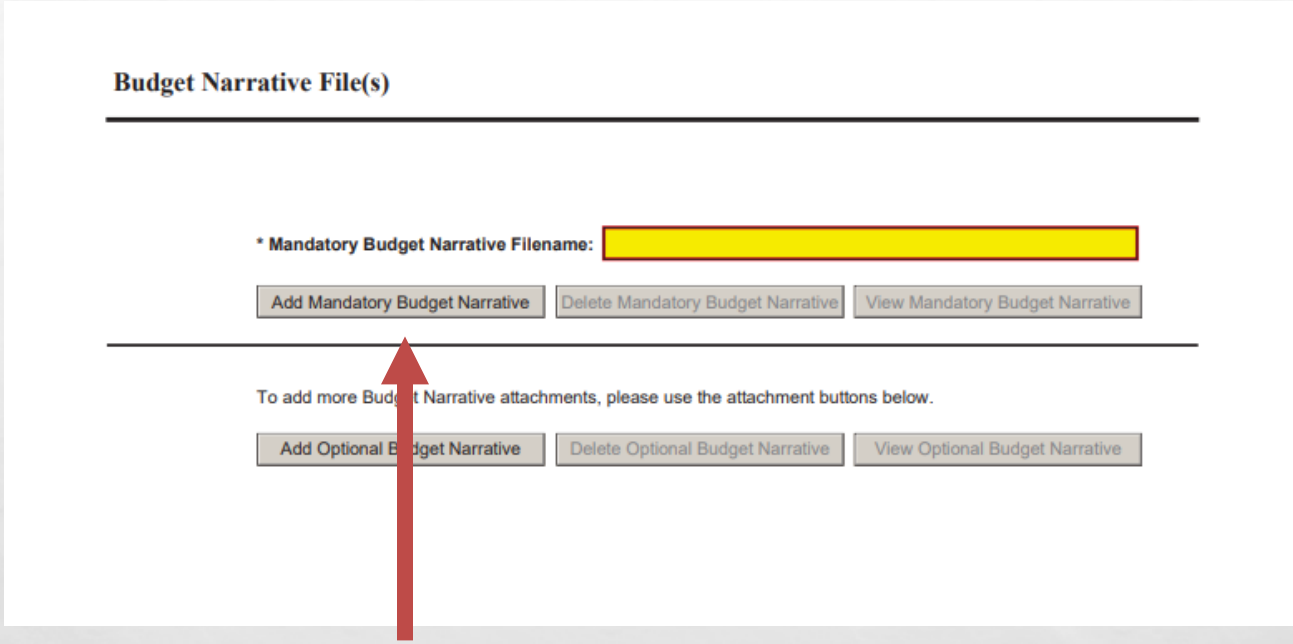
☐ Yes ☐ No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

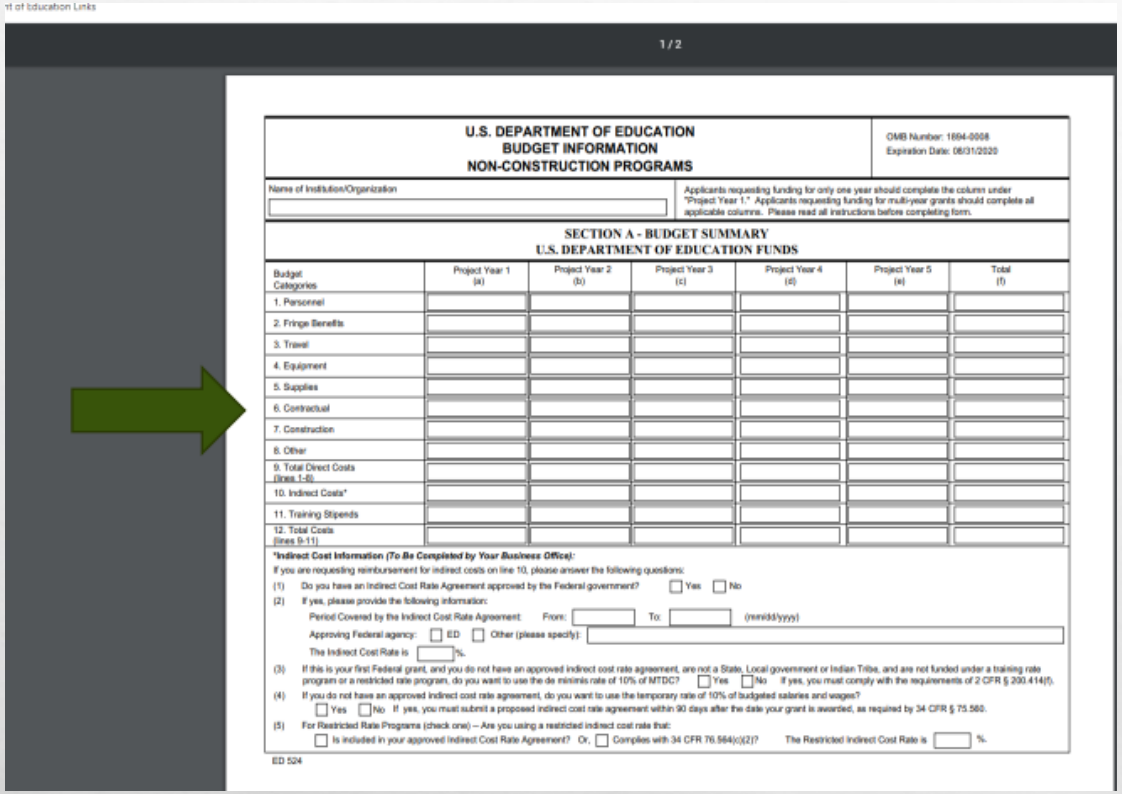
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Application Checklist: Part 2



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Application Checklist: Part 2



1 / 2

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

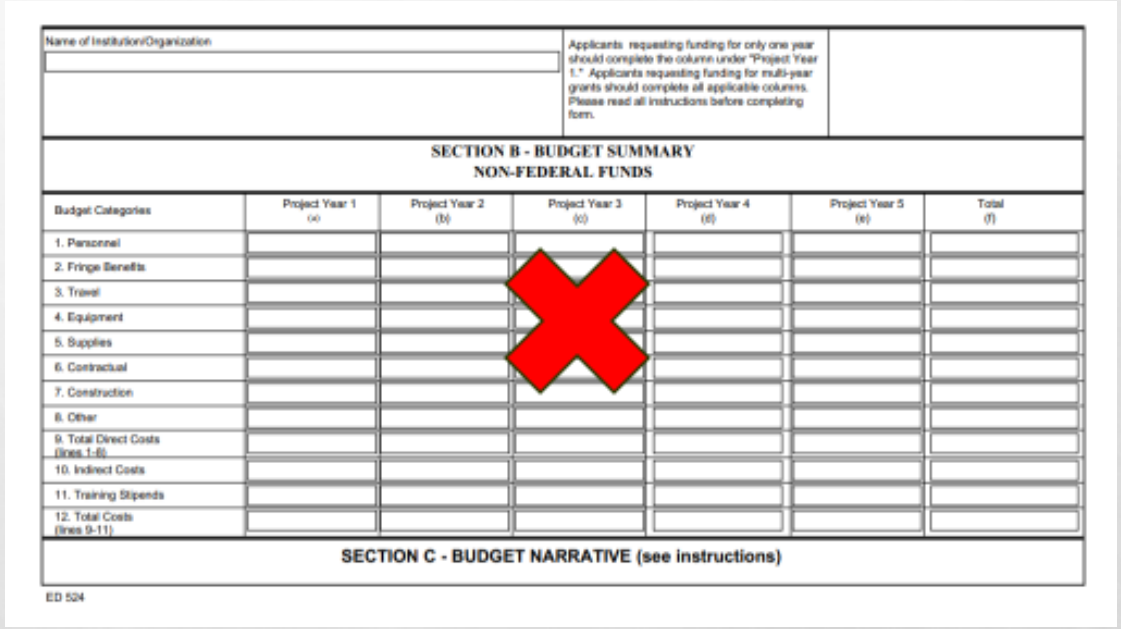
(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

ED 524



Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

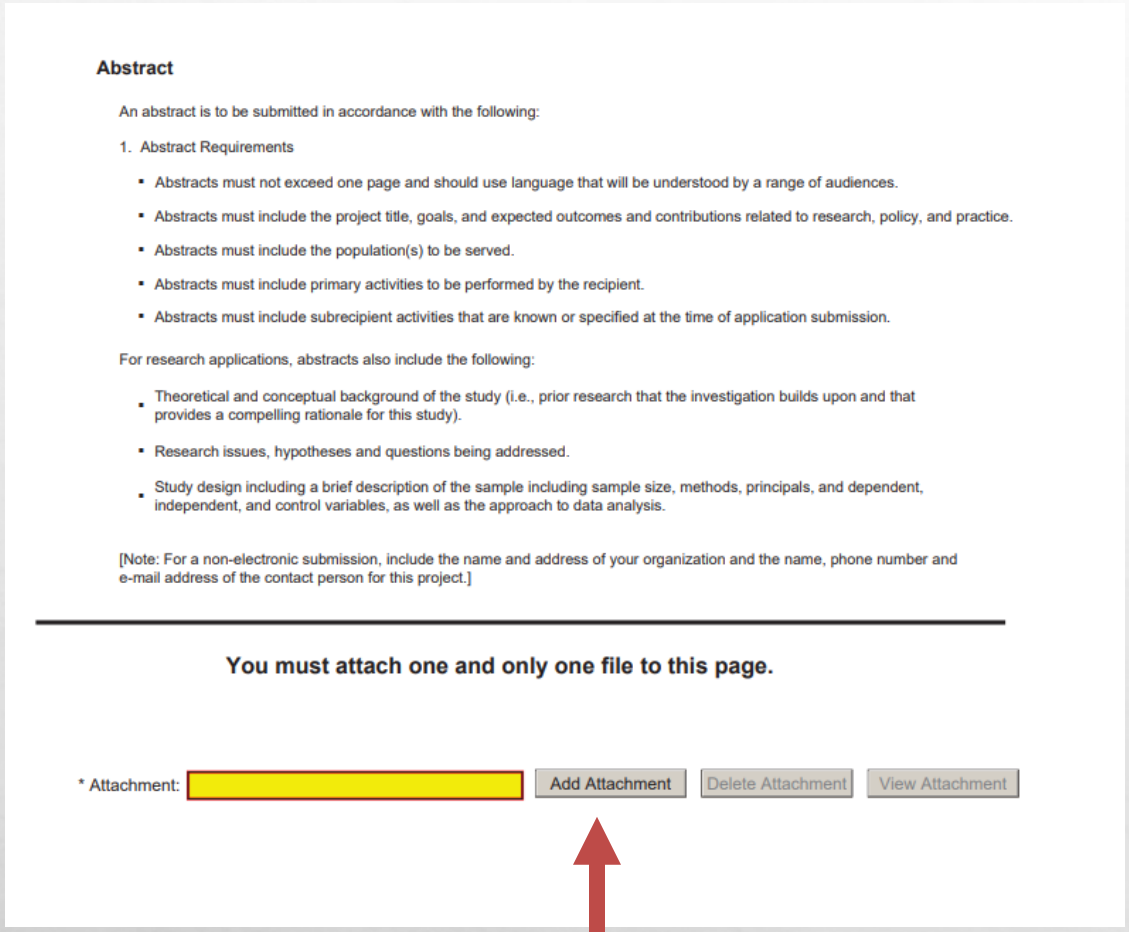
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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Application Checklist: Part 3



Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You must attach one and only one file to this page.

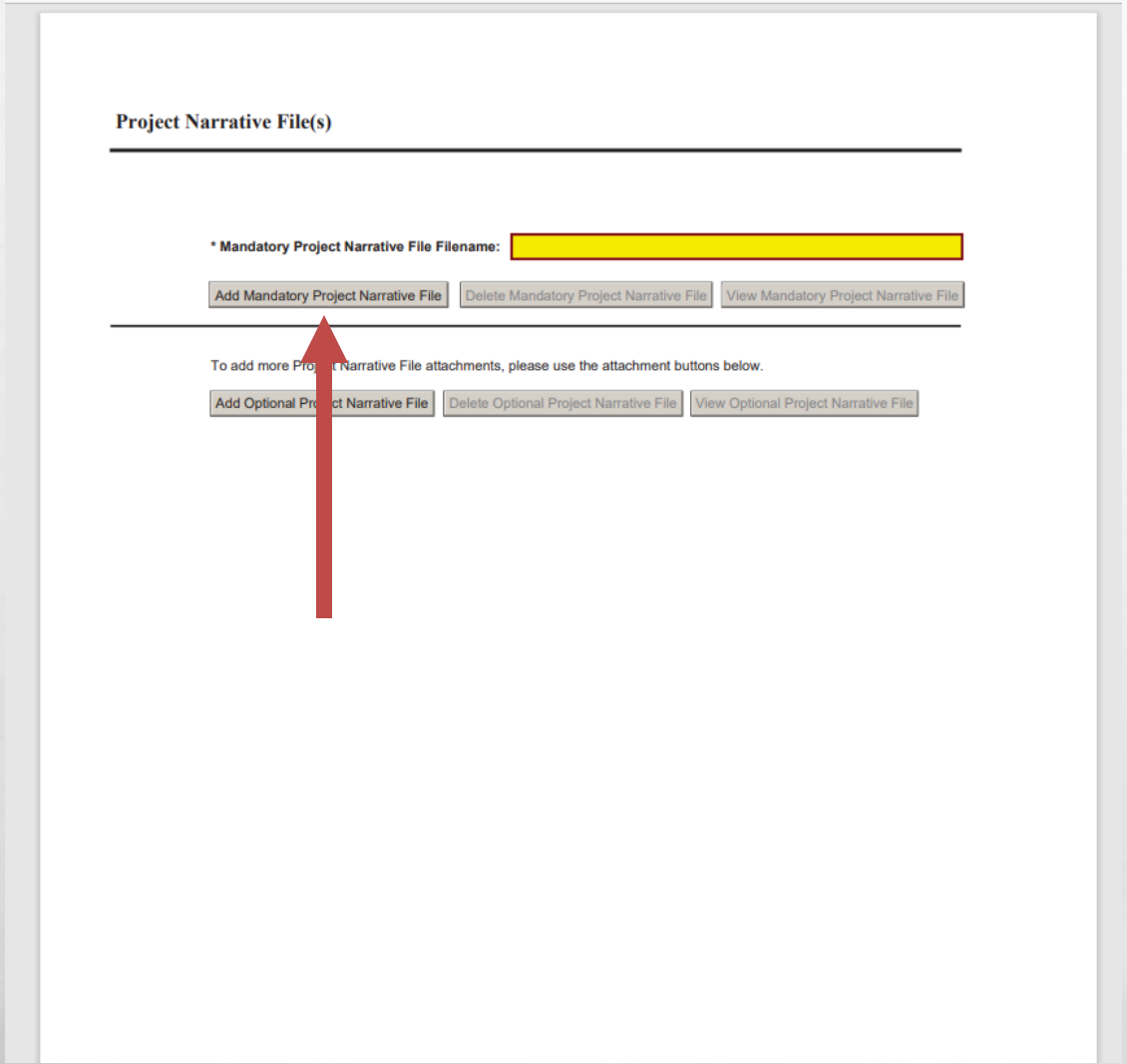
* Attachment: Add Attachment | Delete Attachment | View Attachment

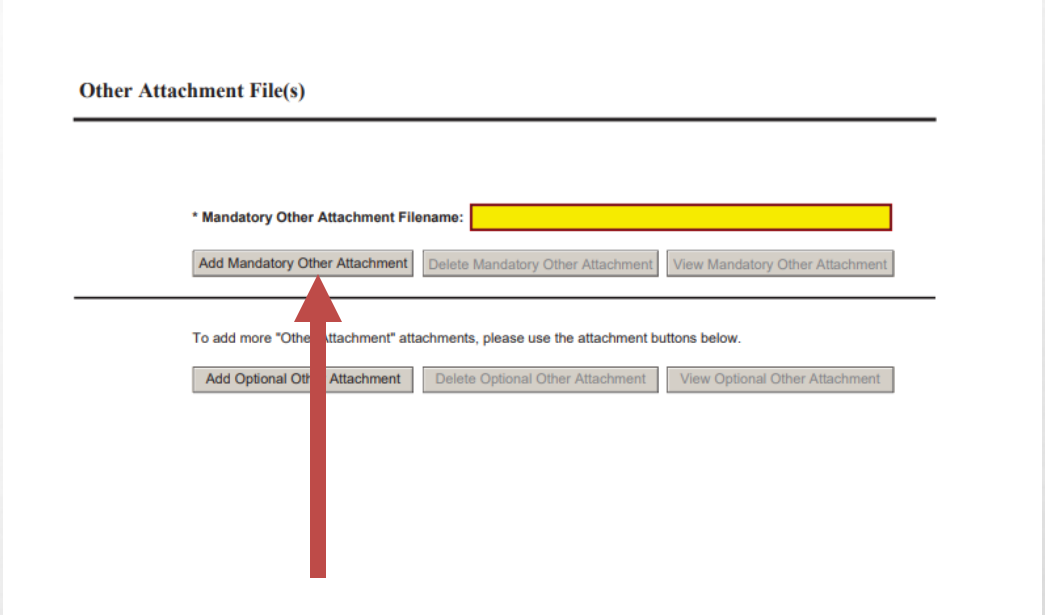
Required Abstract - Clearly indicate:

- Applicant institution, or nonprofit organization or agency, and partner institutions
- Project title
- Proposed partners for the purpose of meeting the priorities
- Target Population (e.g., faculty, staff, students)
- Services and Proposed Activities
- Anticipated Results (e.g., learning outcomes) and citations
- Absolute Priorities Addressed: Yes or No; Briefly describe how they are addressed
- Competitive Preference Priority Addressed: Yes or No; Briefly describe how it is addressed and indicate the institution/s that the applicant is proposing to partner with for the purpose of meeting this priority.
- Invitational Priority or Priorities Addressed: Yes or No; Briefly describe how it is addressed

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Application Checklist: Part 3

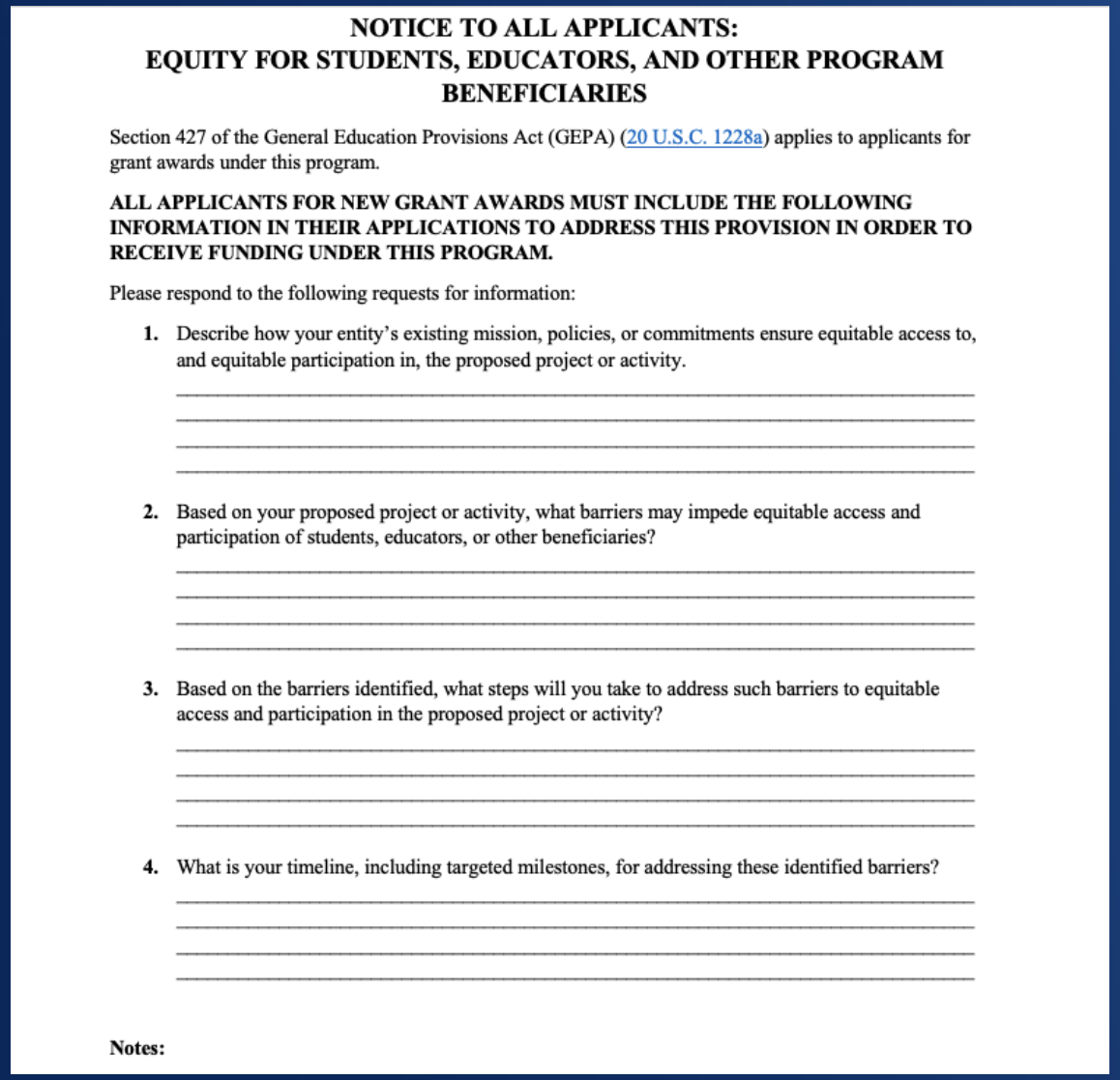




- ❑ Curriculum Vitae (CV)
- ❑ Letters of commitment and support from all members of the consortium
- ❑ Bibliography

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Updated GEPA Form Has Four Questions



NOTICE TO ALL APPLICANTS:
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Notes:

Applicants must respond to each question on the standard form and submit the form with its grant application package or State plan.

For Grants.gov application submissions:

1. The updated form is integrated into Grants.gov and no longer needs to be uploaded as PDF.

2. The form is electronic and each text box response allows 4,000 characters.

3. An error message is received if a response is missing and the form can not be saved. (see next slide)

GEPA Form Instructions

- Applicants may *identify any barriers that may impede equitable access and participation in* the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants are *not required to have mission statements or policies that align with equity* in order to submit an application.
- Applicants may have *already included some or all this required information in the narrative sections of their applications or their State Plans*. In responding to this requirement, for each question, applicants *may provide a cross-reference to the section(s) and page number(s)* in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

GEPA Form Instructions continued

- Applicants must respond to each question using the associated text box. Each text box *allows approximately 4000 characters*; therefore, if copying and pasting into the text box from another document be sure to check that everything copied.
- Applicants should *use the "check for errors" button* before they save the form. Applicants will receive an error message if any response is missing and will not be able to submit the application due to the missing information.
- Applicants that have *already undertaken steps* to address barriers must *still provide an explanation and/or description of the steps* already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that *believe no barriers* exist must *still provide an explanation and/or description* to each question to *validate that perception*, as appropriate, to satisfy the GEPA Section 427 requirement.

GEPA Section 427 Resources

- Computer-based training, Ensuring Equitable Opportunities Under the GEPA Section 427
- The Department of Education Equity Action Plan at ED.gov/equity

Question One – Response Example

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

   Our organization has a contract with the city to operate a non-traditional high school in the local YMCA. As **non-traditional,** we will **open earlier and remain open longer** than a regular high and be **open seven days a week** to work with students living on their own, students that are homeless, and students expelled from a regular high school. One of the goals of our organization is **to ensure homeless and other non-traditional students** are able to **obtain high school diplomas**.

Question 2 – Response Example

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

   Based on the population that is currently served our organization has identified homeless status or housing insecurity, pregnancy, and language as potential barriers.

Question 3 – Response Example

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

   We intend to **offer core subjects of varying levels of math, reading, and science, several times throughout the day and evening** in small group settings so that registered students are able to attend classes needed to graduate. Daily attendance will be required although not at any set time. **Multi-lingual counselors will be on sight** at various times to regularly engage with each student. A **mobile health truck** will be onsite bi-weekly to address health and safety issues.

Question 4 – Response Example

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

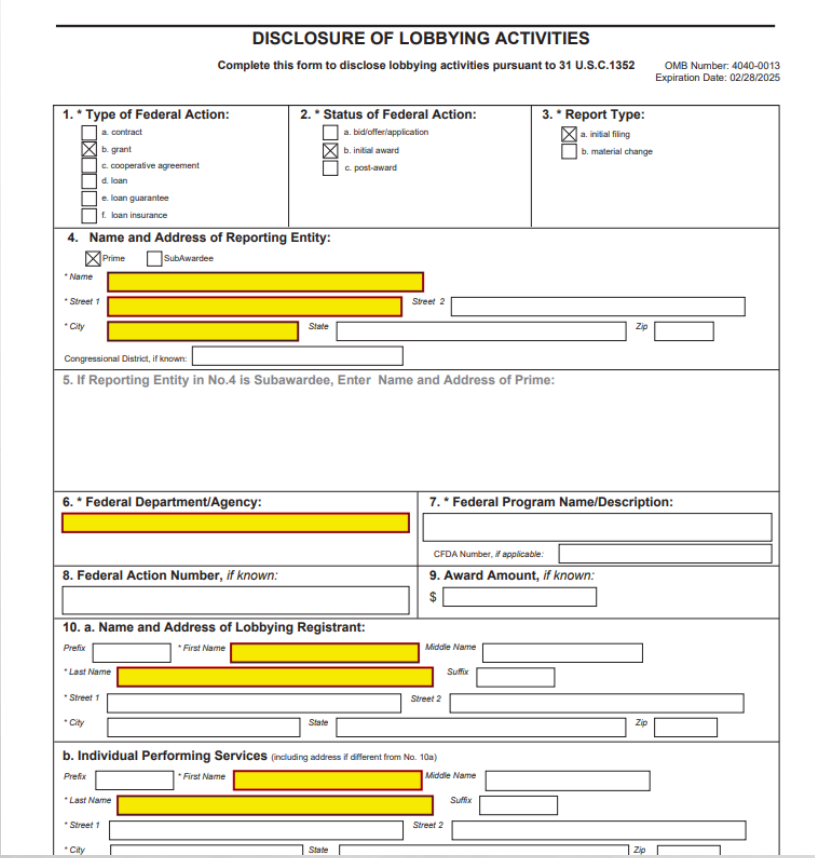
   Extensive outreach through **posters and flyers posted at local community organizations and shops**, support from the YMCA patrons, mobile health van team, and our **counseling staff conducting daily foot patrols** within a specific perimeter and in the hangout areas of targeted youth in order to share information and recruit targeted population.

   The **target population** assigned through the system such as juvenile courts will also **assist in the identification and recruitment** of the target population.

   Register five percent (50 students) of the target population (as documented by local standard statistical references), for core classes **within 180 days** of the opening of the school year.

Application Checklist: Part 4

- Assurances/Certifications
  - Disclosure of Lobbying Activities (SF- LLL)
  - Grants.gov Lobbying Form (ED-80- 0013)



DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2025

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

* Name
* Street 1 | Street 2
* City | State | Zip
Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

7. * Federal Program Name/Description:
CFDA Number, *if applicable:*

8. Federal Action Number, *if known:*

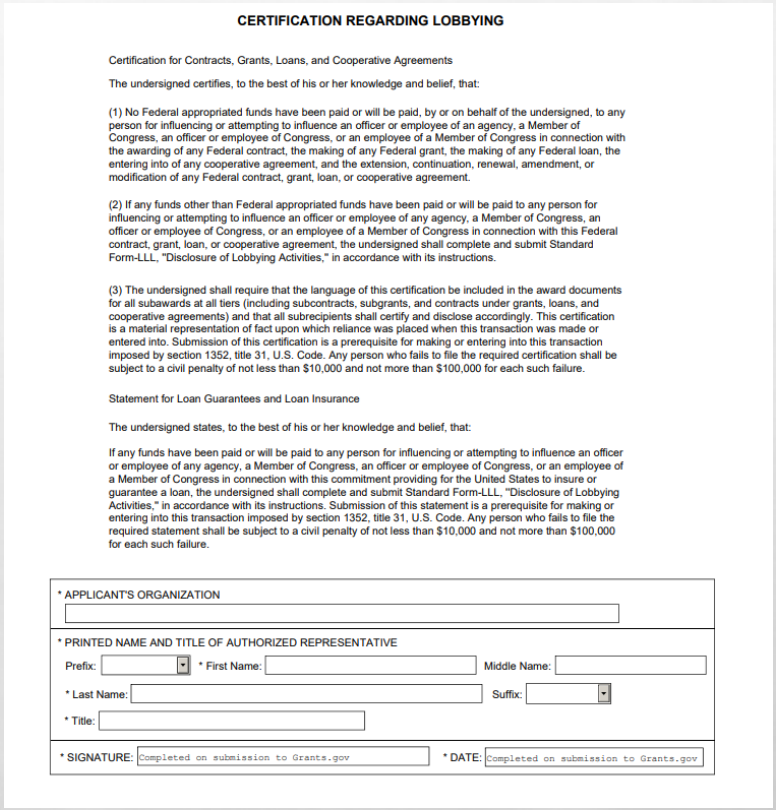
9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix | * First Name | Middle Name
* Last Name | Suffix
* Street 1 | Street 2
* City | State | Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix | * First Name | Middle Name
* Last Name | Suffix
* Street 1 | Street 2
* City | State | Zip



CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: | Middle Name:
* Last Name: | Suffix:
* Title:

* SIGNATURE: Completed on submission to Grants.gov | * DATE: Completed on submission to Grants.gov

CALL FOR PEER REVIEWERS

- Those interested in reading for this program must register or (if already registered) update their information in G5 at www.G5.Gov

- Please contact RPED@ed.gov to sign up and for more information.

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Questions?

Please refer to the FAQ Document for additional questions/information

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Resources

- NIA
- Rural Postsecondary & Economic Development (RPED) Website
- Open Licensing Requirement for Competitive Grant Programs
  2 C.F.R. §3474.20
  Final Regulations
- Technical Assistance for ED Grantees
- https://grants.gov/
- www.sam.gov

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Contact Information

Main Email for Questions: RPED@ed.gov

Competition Manager: Kurrinn Abrams, Kurrinn.abrams2@ed.gov

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