

FY 2022
Basic Needs for Postsecondary Students Program
ALN: 84.116N

Pre-Application Webinar

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Welcome!



NOTE: THE FEDERAL REGISTER IS THE OFFICIAL GUIDE FOR SUBMITTING YOUR GRANT APPLICATION!

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Agenda

- ✓Basic Needs Program Purpose
- ✓FY 2022 Competition At A Glance
- ✓Eligibility
- ✓Allowable Activities
- ✓Priorities
- ✓Selection Criteria and the Logic Model
- ✓Performance Measures
- ✓Planning and Submitting Your Grant Application
- ✓Using Grants.gov
- ✓Final tips
- ✓Resources
- ✓Q&A

Basic Needs for Postsecondary Students program

On December 21, 2020, Congress passed the Consolidated Appropriations Act, 2021, which included the Department of Education Appropriations Act of 2021. This appropriations act included the Basic Needs for Postsecondary Students Program which is designed to provide grants to eligible institutions of higher education (IHEs) to support programs that address the basic needs of students and to report on practices that improve outcomes for students. The program held its first competition in 2021.

FY 2022 Competition At A Glance

- **Application available in Federal Register: August 2, 2022**
- **Application deadline: October 3, 2022**
- **Estimated available funds: $7,473,276**
- **Maximum award: $950,000**
- **Performance period: 36 months** -Start date: TBD
- **Estimated number of awards: 8**
- **Priorities**
  - 2 Absolute Priorities
  - 1 Competitive Preference Priority
- **Unrestricted indirect cost rate**

Eligibility

Eligible Applicants

* Community colleges (as defined in this Notice Inviting Applications)
* 2- and 4-year public and private Historically Black Colleges and Universities (as defined in this notice), Tribal Colleges and Universities (as defined in this notice), and other Minority-Serving Institutions (as defined in this notice).

For institutions other than community colleges, only institutions that the Department determines are eligible as Historically Black Colleges and Universities, Tribal Colleges and Universities, and other Minority-Serving Institutions, or which are granted a waiver under the process described in the December 16, 2021 notice, and that meet the other eligibility requirements described in this notice, may apply for a grant under those eligibility bases for this program.

Confirm your eligibility by going to the Eligibility Matrix here:
https://www2.ed.gov/about/offices/list/ope/idues/eligibility.html

Examples of Allowable Supports and Services



1. housing voucher application assistance and other services to secure temporary housing for students

2. free or subsidized food

3. access to on-campus childcare

4. assistance with job placement

5. transportation subsidies

6. outreach to students to encourage participation in basic needs programs and services

7. assistance to eligible students to apply for and enroll in public assistance programs or coordinate and collaborate with government and/or community-based organizations

8. access to technology

9. access to physical and mental health services

10. other basic needs to eligible students

FY 2022 PROGRAM PRIORITIES

The Notice Inviting Applications (NIA) published in the Federal Register contains two absolute priorities and one competitive preference priority.

Absolute Priority #1

Absolute Priority (Required) -we consider only applications that meet this priority:

Absolute Priority 1--Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students through one or more of the following priority areas:

(a) Coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address two or more of the following:

(1) Food assistance.
(2) Housing.
(3) Transportation.
(4) Health, including physical health, mental health, and behavioral health and trauma.
(5) Child care.
(6) Technology.

(b) Conducting community needs and asset mapping to identify existing programs and initiatives that can be leveraged and new programs and initiatives that need to be developed and implemented to advance systemic change.

(c) Establishing cross-agency partnerships, or community-based partnerships with local nonprofit organizations, businesses, philanthropic organizations, or others, to meet family well-being needs.

Absolute Priority #2

Absolute Priority 2--Promoting Equity in Student Access to Educational Resources and Opportunities

Under this priority, an applicant must demonstrate that the project will be implemented by one or more of the following entities:

(1) Community colleges (as defined in this notice).

(2) Historically Black colleges and universities (as defined in this notice).

(3) Tribal Colleges and universities (as defined in this notice).

(4) Minority-serving institutions (as defined in this notice).

Competitive Preference Priority

Meeting Student Social, Emotional, and Academic Needs (up to 10 points).

- Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students through creating a positive, inclusive, and identity-safe climate at institutions of higher education through one or both of the following activities:
- (1) Fostering a sense of belonging and inclusion for underserved students.
- (2) Implementing evidence-based practices for advancing student success for underserved students.

Selection Criteria

Selection Criteria	Maximum Points
Need for the Project	20
Quality of the Project Design	25
Quality of Project Services	30
Quality of the Management Plan	15
Quality of the Project Evaluation	10
Total Maximum Score for Selection Criteria	**100**
Competitive Preference Priority	10
Total Possible Score Per Application	**110**

Selection Criterion a.

a. Need for the project. (Maximum 20 points)

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

i. 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)

ii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (Up to 10 points)

Questions to Consider- Need for the Project

How big is the problem to be addressed?

What are the specific issues the proposal is attempting to address?

How do the issues, needs, and proposed activities address the purpose of the basic needs program , the gaps and weaknesses at your institution, and the targeted population?

Selection Criterion b.

b. Quality of the project design (maximum of 25 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:

i. The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in this notice), using existing funding streams from other programs or policies supported by community, State, and Federal resources. (Up to 10 points)

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

iii. 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)

Questions to Consider – Project design

Has the institution evaluated other programs and resources in the community, at other agencies, and within the institution?

How will the project be presented using a Logic Model?

How is the project addressing the unique needs of the target population?

What are the intended outcomes of the project?

Components of a Program Logic Model

Resources: raw materials needed to create the program, implement its activities, and attain desired outputs and outcomes. Sometimes called *inputs* --examples: teachers, coordinators, other staff, partners, instruction materials, facilities, funding, community support, equipment

Activities: processes, actions, and events through which the program resources achieve the intended outcomes --Examples: training; collaborating with partners; mentoring; tutoring; stipends

Outputs: tangible, often process-oriented results or products typically expressed in numbers--**Examples**: number of students tested; number of teachers trained; number of books read

- **Note**: While outputs provide information derived from the completion of program activities, they cannot indicate whether a change has occurred.

Outcomes: changes in program participants' knowledge, beliefs, and behavior due to their involvement in the program. Short-term outcomes: observable almost immediately after participation. **Examples**: higher student achievement scores, increased high school graduation rates, and greater college acceptance rates

*Impacts: a program's lasting influences

Selection Criterion c.

c. Quality of project services. (Maximum 30 points)

The Secretary considers the quality of the services to be provided by the proposed project.

i. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 10 points)

In addition, the Secretary considers the following factors:

ii. The likely impact of the services to be provided by the proposed project on the intended recipients of those services. (Up to 10 points)

iii. 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 10 points)

Questions to Consider – Project Services

How will you ensure that underrepresented students have equal access to project services?

What long term outcomes (impacts) are expected as a result of the project services?

What partners are appropriate to achieve maximum results?

Selection Criteria d.

d. Quality of the Management Plan (Maximum 15 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 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.

Questions to Consider – Management plan

How will the proposed project be managed and who will manage the various components?

Does the proposed project director have experience working with the target population, managing similar projects, and budgeting?

Is the project director well connected to various partners?

What level of effort or time commitment of the project director and other key staff is appropriate for the project?

Selection Criterion e.

e. Quality of the Project Evaluation (maximum 10 points)

In determining the quality of the evaluation, the Secretary considers the following factors:

i. 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 5 points)

ii. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data. (Up to 5 points)

Questions to Consider – Project Evaluation

Are long- and short-term objectives clear and measurable?

What metrics will be used to measure progress and are they clearly aligned to the objectives and intended outcomes of the project?

What are the performance measures for your project?

Do those performance measures directly relate to objectives and intended outcomes of the project?

What type of data will your evaluation methods produce?

Output vs. Outcome

Can you distinguish the outputs from outcomes?

- 1140 students participated in Intensive Advising program. {Output}
- Retention in the nursing program increased by 7% in the year after the Intensive Advising program was implemented. {Outcome}
- 85% of freshmen pre-med students participated (attended three or more sessions) in learning communities. {Output}
- The number of Hispanic pre-med majors increased by 15% between academic years 2019 and 2020. {Outcome}

Performance Measures

For purposes of Department reporting, the Department will use the following performance measures to evaluate the success of the Basic Needs for Postsecondary Students Program:

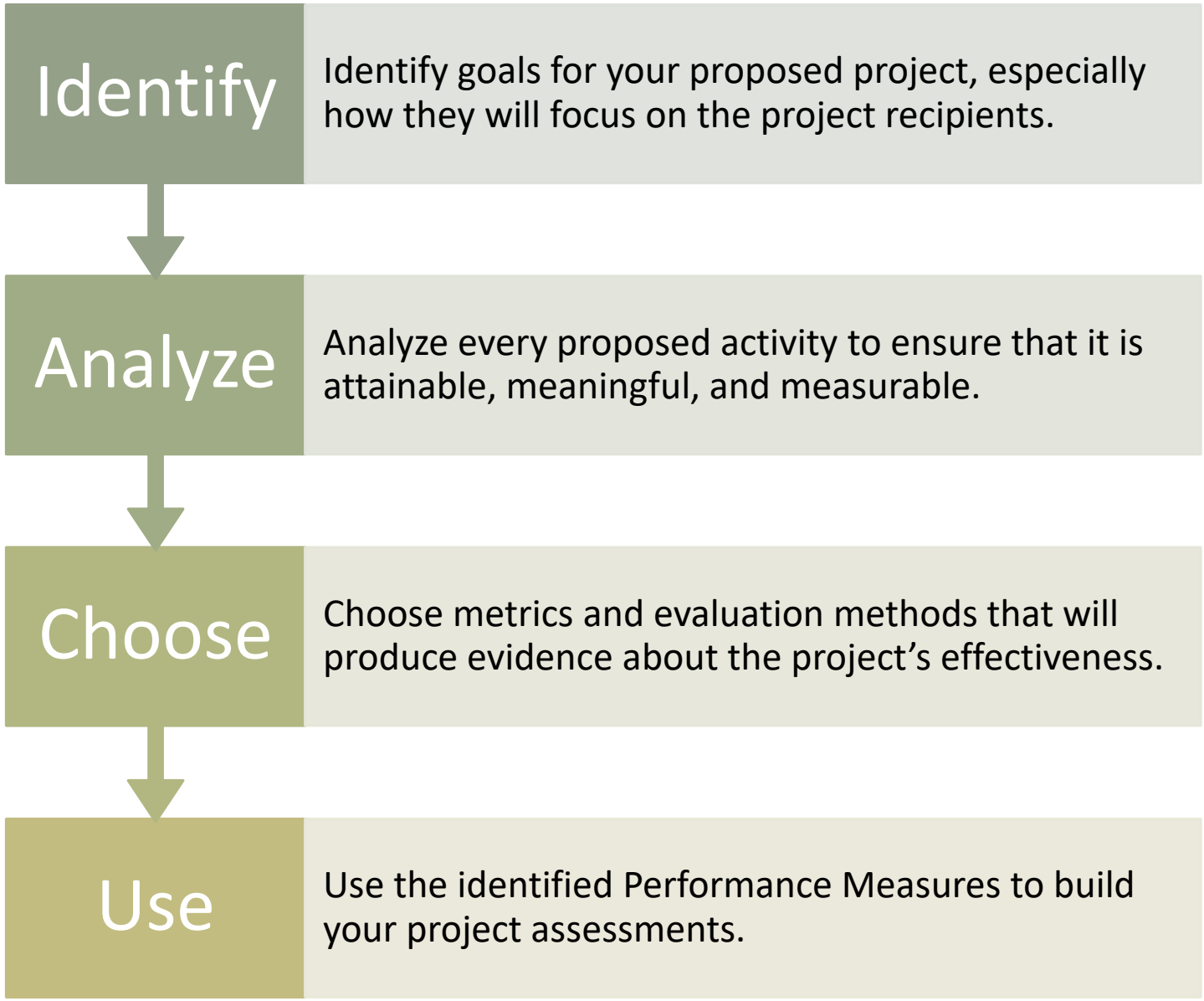
(1) The percentage of underserved students served by any direct student service supported by the grant.

(2) The annual persistence rate at grantee institutions for all students who are served by any direct student service supported by the grant.

(3) The annual rate of degree or certificate completion at grantee institutions for all students served by any direct student service supported by the grant.

(4) The level of basic needs insecurity among all students measured before and after implementation of the grant.

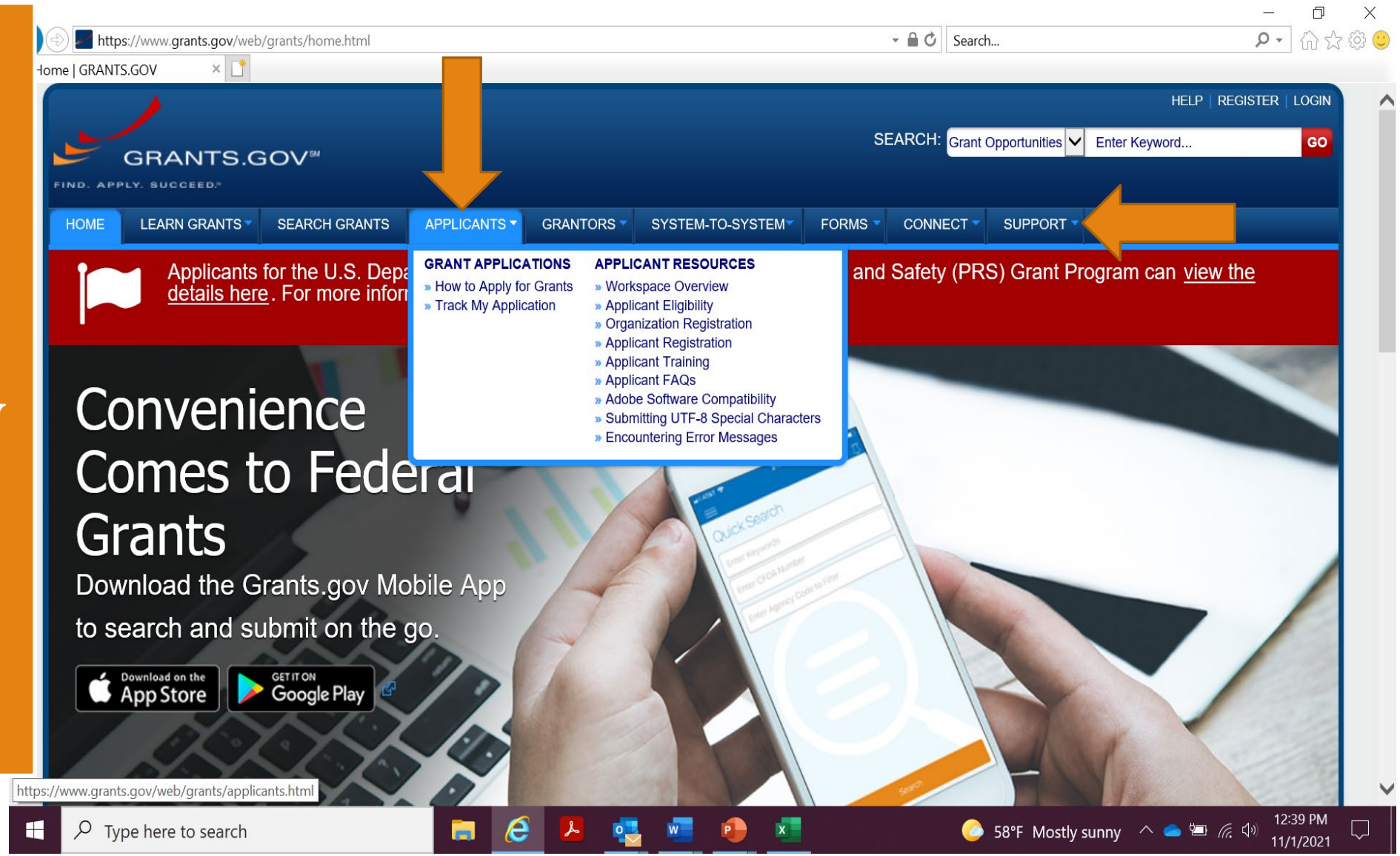
Planning Your Grant Proposal



Planning Your Grant Proposal

Be	Be realistic and straightforward about every aspect of your project design.
Design	Design activities and services that are manageable and directly address your identified challenges and issues.
Forecast and create	Forecast and create an implementation and management plan that is realistic.

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- [x] Posted (2,113)
- [ ] Closed (5,318)
- [ ] Archived (61,586)

FUNDING INSTRUMENT TYPE:

- [x] All Funding Instruments
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  - [ ] Grant (1,756)
  - [ ] Other (150)
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1 - 25 OF 2599 MATCHING RESULTS: « Previous 1 2 3 4 5 6 ... 104 Next »

Opportunity Number	Opportunity Title	Agency	Opportunity Status	Posted Date ↓	Close Date
DE-FOA-0002616	Innovative Methane Measurement, Monitoring, and Mitigation Technologies (iM4 Technologies)	DOE-NETL	Posted	08/05/2022	10/04/2022
RFA-AG-23-025	Alzheimer's-related Resource Centers for Minority Aging Research (AD/ADRD RCMAR) (P30 Clinical Trial Optional)	HHS-NIH11	Posted	08/05/2022	10/21/2022
HRSA-23-007	Geriatrics Academic Career Awards	HHS-HRSA	Posted	08/05/2022	11/03/2022
RFA-AG-23-026	Resource Centers for Minority Aging Research (RCMAR) (P30 Clinical Trial Optional)	HHS-NIH11	Posted	08/05/2022	10/21/2022
RFA-AG-23-027	Resource Centers for Minority Aging Research (RCMAR) Coordinating Center (U24 Clinical Trial Optional)	HHS-NIH11	Posted	08/05/2022	10/21/2022
HHS-2022-ACF-ACYF-EV-0165	Family Violence Prevention and Services Discretionary Grants: Culturally Specific Sexual	HHS-ACF-FYSB	Posted	08/05/2022	09/04/2022

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HRSA-23-007	Geriatrics Academic Career Awards	HHS-HRSA	Posted	08/05/2022	11/03/2022
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RFA-AG-23-027	Resource Centers for Minority Aging Research (RCMAR) Coordinating Center (U24 Clinical Trial Optional)	HHS-NIH11	Posted	08/05/2022	10/21/2022
HHS-2022-ACF-ACYF-EV-0165	Family Violence Prevention and Services Discretionary Grants: Culturally Specific Sexual Assault Capacity Building Centers (CSSAC)	HHS-ACF-FYSB	Posted	08/05/2022	09/04/2022

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Opportunity Number	Opportunity Title	Agency	Opportunity Status	Posted Date ↓	Close Date
ED-GRANTS-080222-001	Office of Postsecondary Education (OPE): Fund for The Improvement of Postsecondary Education (FIPSE): Basic Needs for Postsecondary Students Program, Assistance Listing Number 84.116N	ED	Posted	08/02/2022	10/03/2022
ED-GRANTS-063022-001	Office of Postsecondary Education (OPE): Fund for The Improvement of Postsecondary Education (FIPSE): Modeling and Stimulation Program (MSP), Assistance Listing Number (ALN) 84.116S	ED	Posted	06/30/2022	08/15/2022

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SYNOPSIS | VERSION HISTORY | RELATED DOCUMENTS | PACKAGE

Print Synopsis Details

General Information

Document Type: Grants Notice
Funding Opportunity Number: ED-GRANTS-080222-001
Funding Opportunity Title: Office of Postsecondary Education (OPE): Fund for The Improvement of Postsecondary Education (FIPSE): Basic Needs for Postsecondary Students Program, Assistance Listing Number 84.116N
Opportunity Category: Discretionary
Opportunity Category Explanation:

Version: Synopsis 3
Posted Date: Aug 02, 2022
Last Updated Date: Aug 02, 2022
Original Closing Date for Applications: Oct 03, 2022 Applications Available: Aug. 2, 2022. Deadline for Transmittal of Applications: Oct. 3, 2022. Deadline for Intergovernmental Review: Nov. 30, 2022 Notice of Intent to Apply: The Department will be able to review grant applications more efficiently if we know the approximate number of applicants that intend to

SYNOPSIS | VERSION HISTORY | **RELATED DOCUMENTS** | PACKAGE

Print Related Documents List

Notification History:

Type	Date	Modification Description
Related Documents	Aug 02, 2022	Related documents pertinent to this opportunity have been uploaded to grants.gov

Click on the following file link(s) to download the related document(s):

File Description	File Name	Last Updated Date/Time	File Size
Folder: Full Announcement - Assistance Listing No. 84.116N	ED-GRANTS-080222-001-Full Announcement - Assistance Listing No. 84.116N.zip	Aug 02, 2022 09:07:21 AM EDT	373.0 KB
Common Instructions for Department of Education Discretionary Grant Programs Document	2021-27979.pdf	Jul 28, 2022 01:47:35 PM EDT	230.0 KB
Notice Inviting Applications for New Awards for Fiscal Year (FY) 2022 Document	2022-16489.pdf	Aug 02, 2022 09:07:21 AM EDT	247.2 KB
Folder: Other Supporting Documents - Application Instructions	ED-GRANTS-080222-001-Other Supporting Documents - Application Instructions.zip	Aug 02, 2022 11:44:17 AM EDT	709.4 KB
Complete Instructions for Submitting an Application	FY 2022 Basic Needs for Postsecondary Students Application Booklet FINAL.pdf	Aug 02, 2022 11:44:16 AM EDT	736.3 KB
Folder: Other Supporting Documents - Logic Model Information	ED-GRANTS-080222-001-Other Supporting Documents - Logic Model Information.zip	Aug 02, 2022 11:46:01 AM EDT	214.1 KB
Logic model examples	HSI Logic Model Examples.pdf	Aug 02, 2022 11:46:01 AM EDT	277.1 KB
Folder: Other Supporting Documents - Pre-application Webinars	ED-GRANTS-080222-001-Other Supporting Documents - Pre-application Webinars.zip	Aug 02, 2022 01:54:11 PM EDT	195.1 KB

Application Instructions Booklet

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

Fiscal Year 2022

Application for Grants Under

Basic Needs for Postsecondary Students Program
CFDA # 84.116N

Form Approved
OMB No. 1894-0006
Expiration Date: 02/29/2024

CLOSING DATE: OCTOBER 3, 2022

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Opportunity Package(s) Currently Available for this Funding Opportunity:

CFDA	Competition ID	Competition Title	Opportunity Package ID	Opening Date	Closing Date	Actions
84.116	ED-GRANTS-080222-001	Basic Needs for Postsecondary Students Program	PKG00276254	08/02/2022	10/03/2022	Preview | Apply

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Opportunity Package Details:

Agency Contact Information: Njeri Clark
Competition Manager
E-mail: njeri.clark@ed.gov
Phone: 202-453-6224

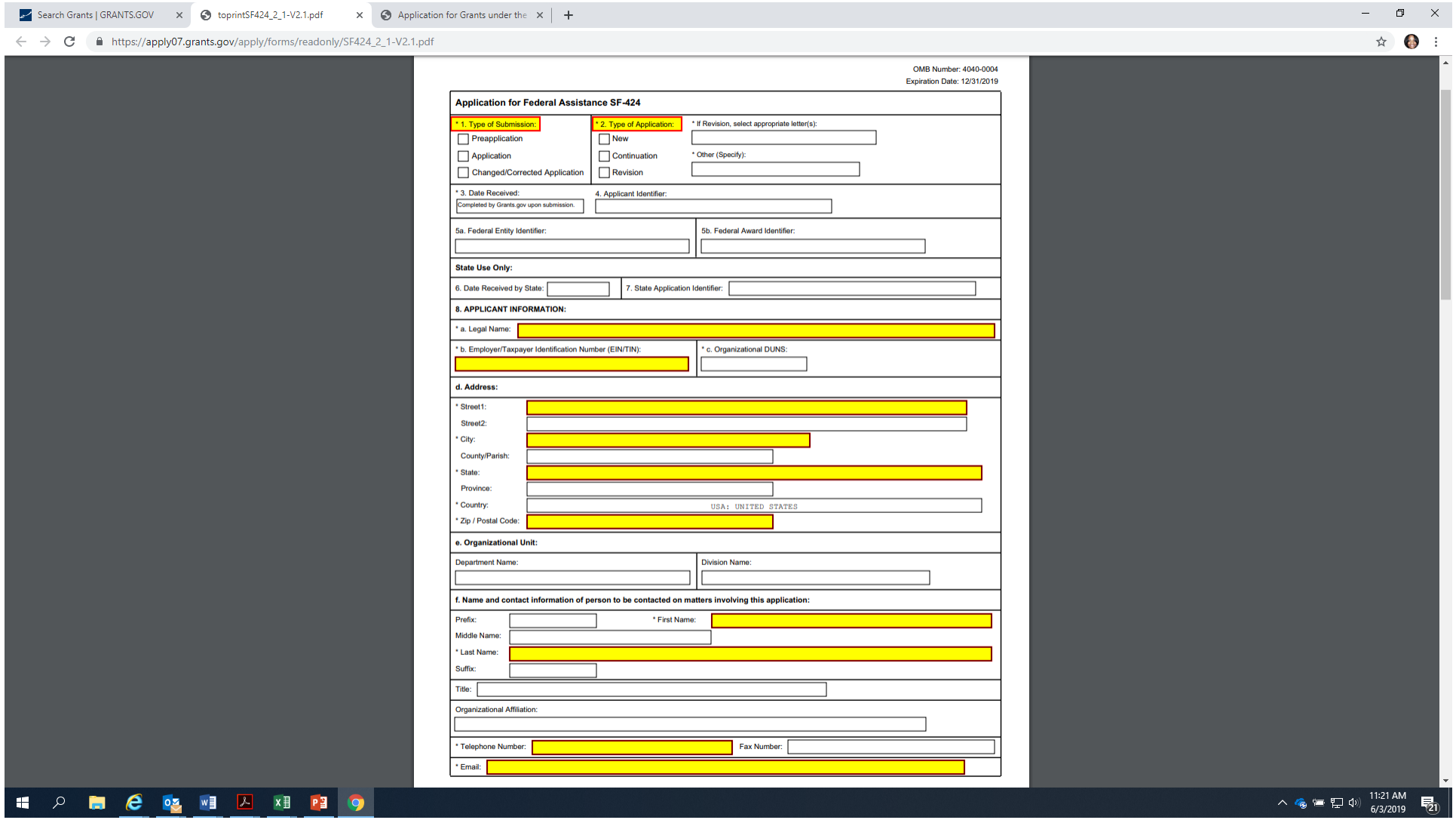
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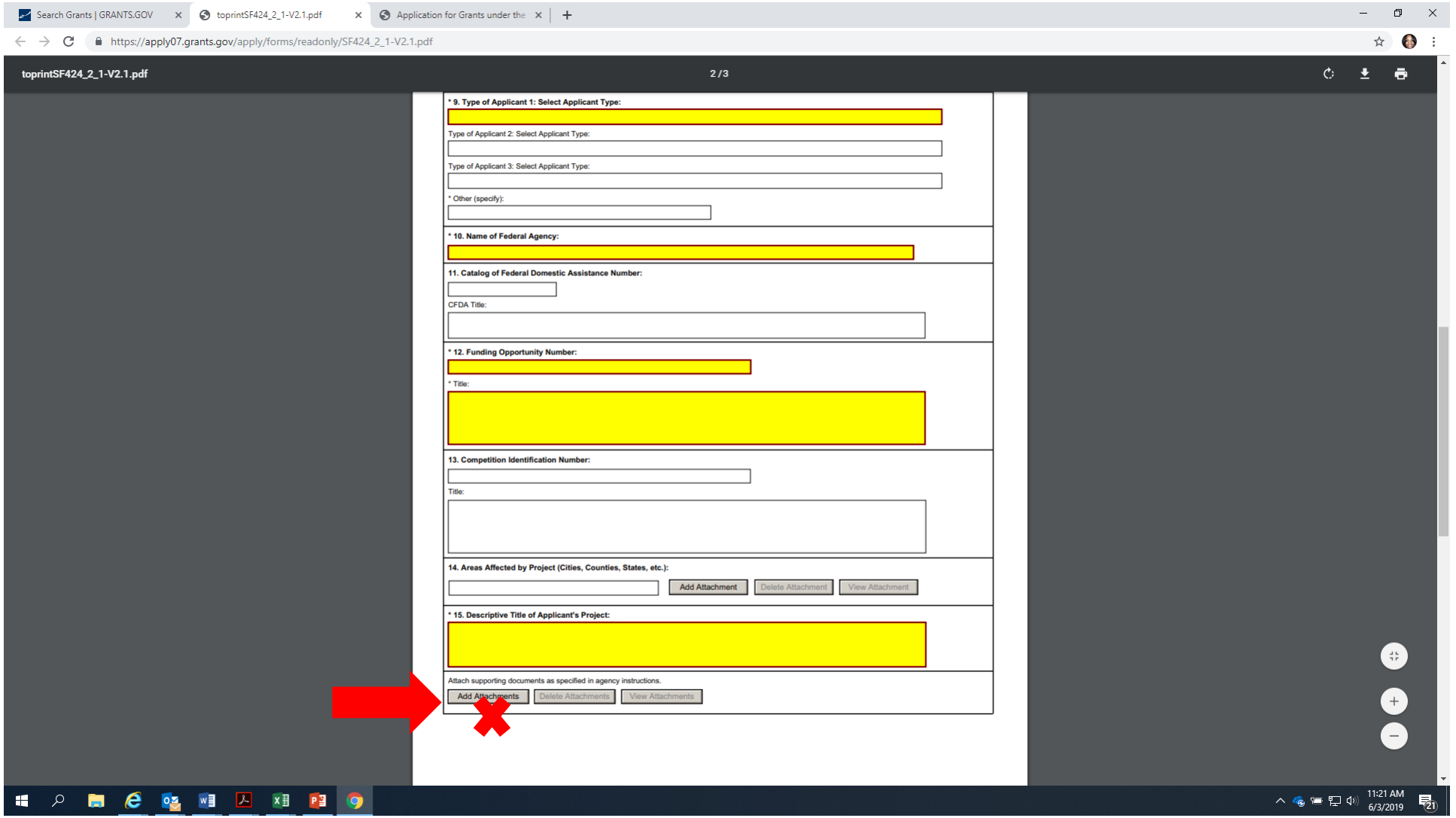
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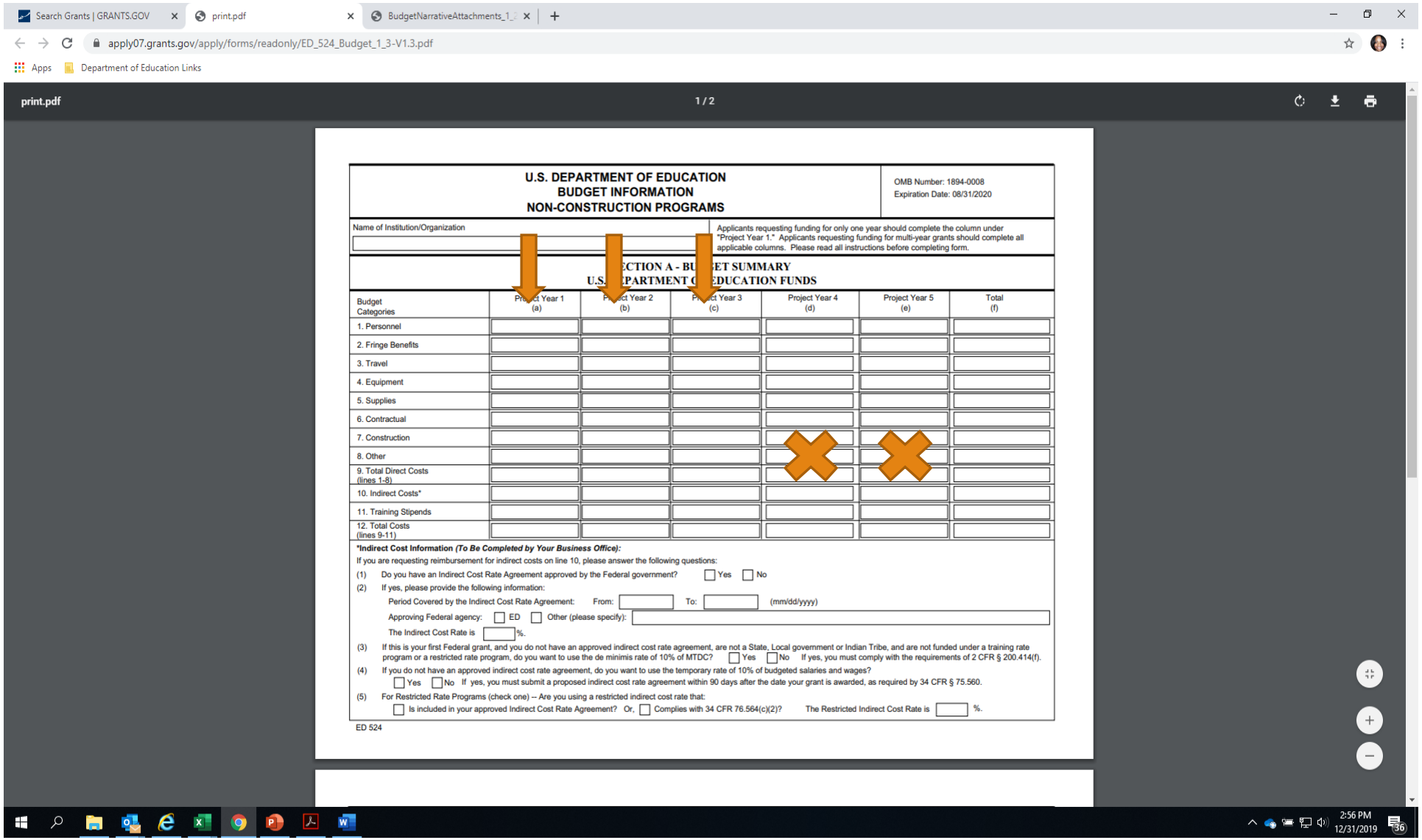
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» Application for Federal Assistance (SF-424) [V4.0] » U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS [V1.4] » Grants.gov Lobbying Form [V1.1] » ED GEPA427 Form [V1.1] » ED SF424 Supplement [V3.0] » ED Abstract Form [V1.1] » Project Narrative Attachment Form [V1.2] » Budget Narrative Attachment Form [V1.2] » Other Attachments Form [V1.2]	» Disclosure of Lobbying Activities (SF-LLL) [V2.0]

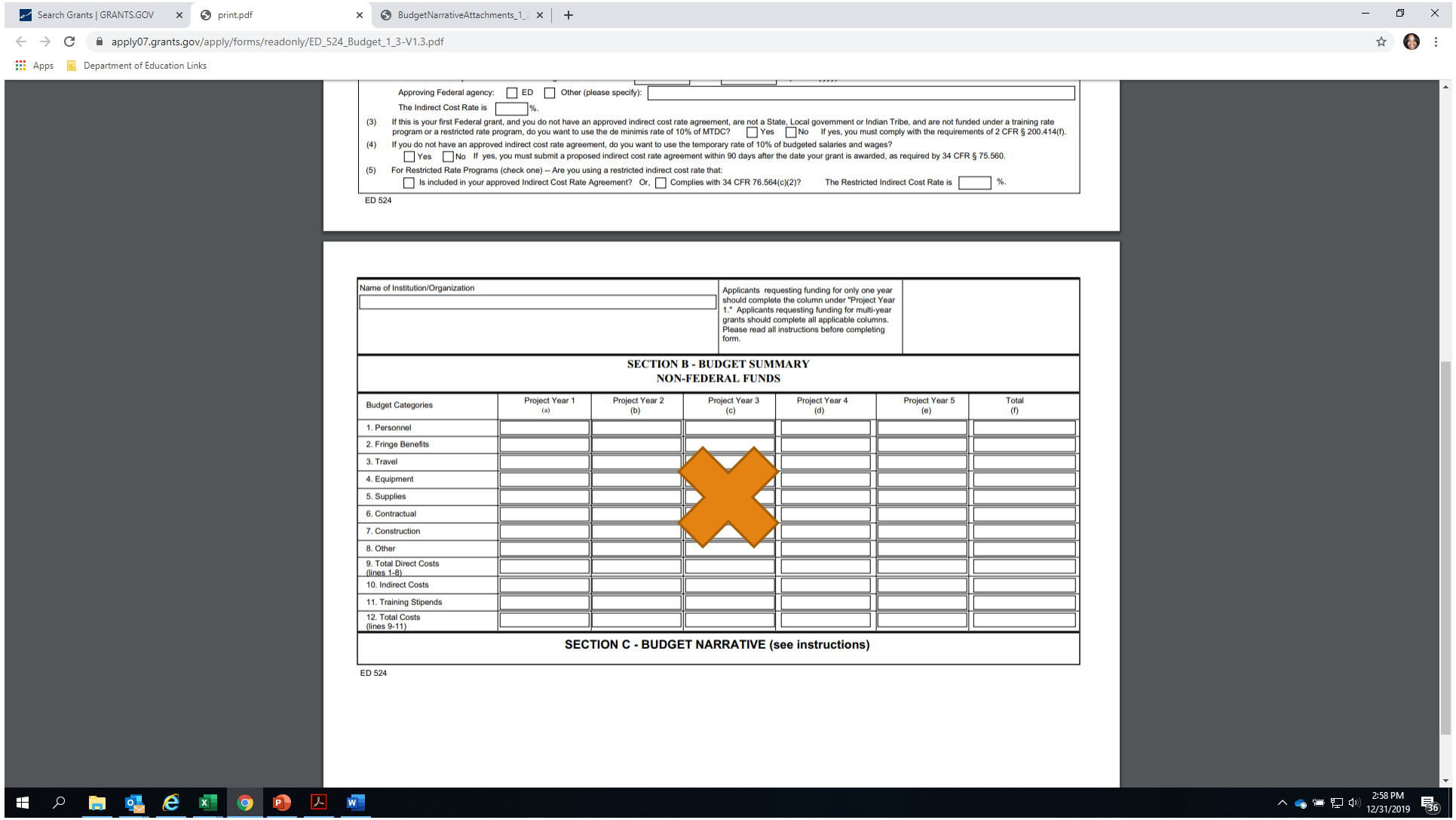
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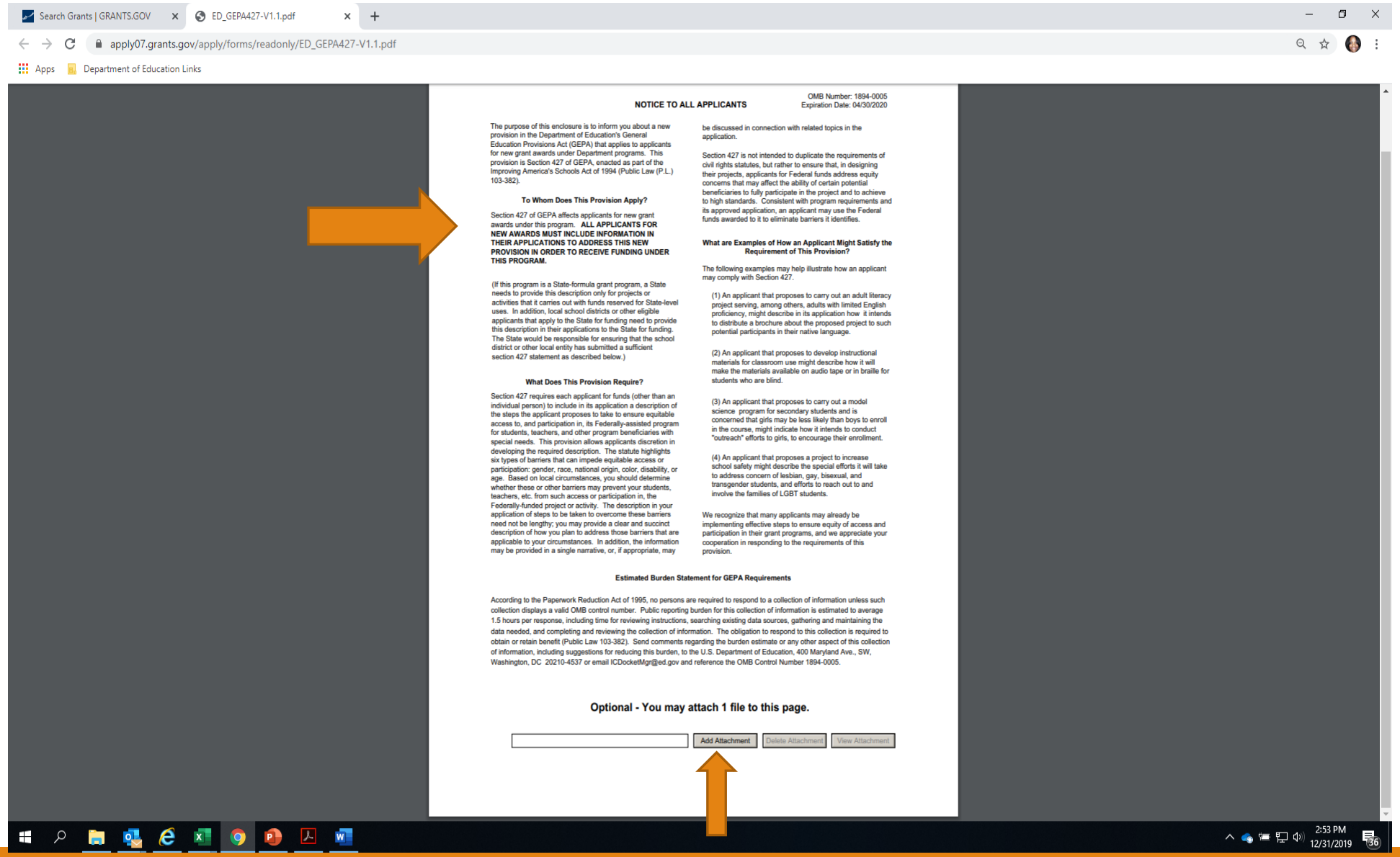
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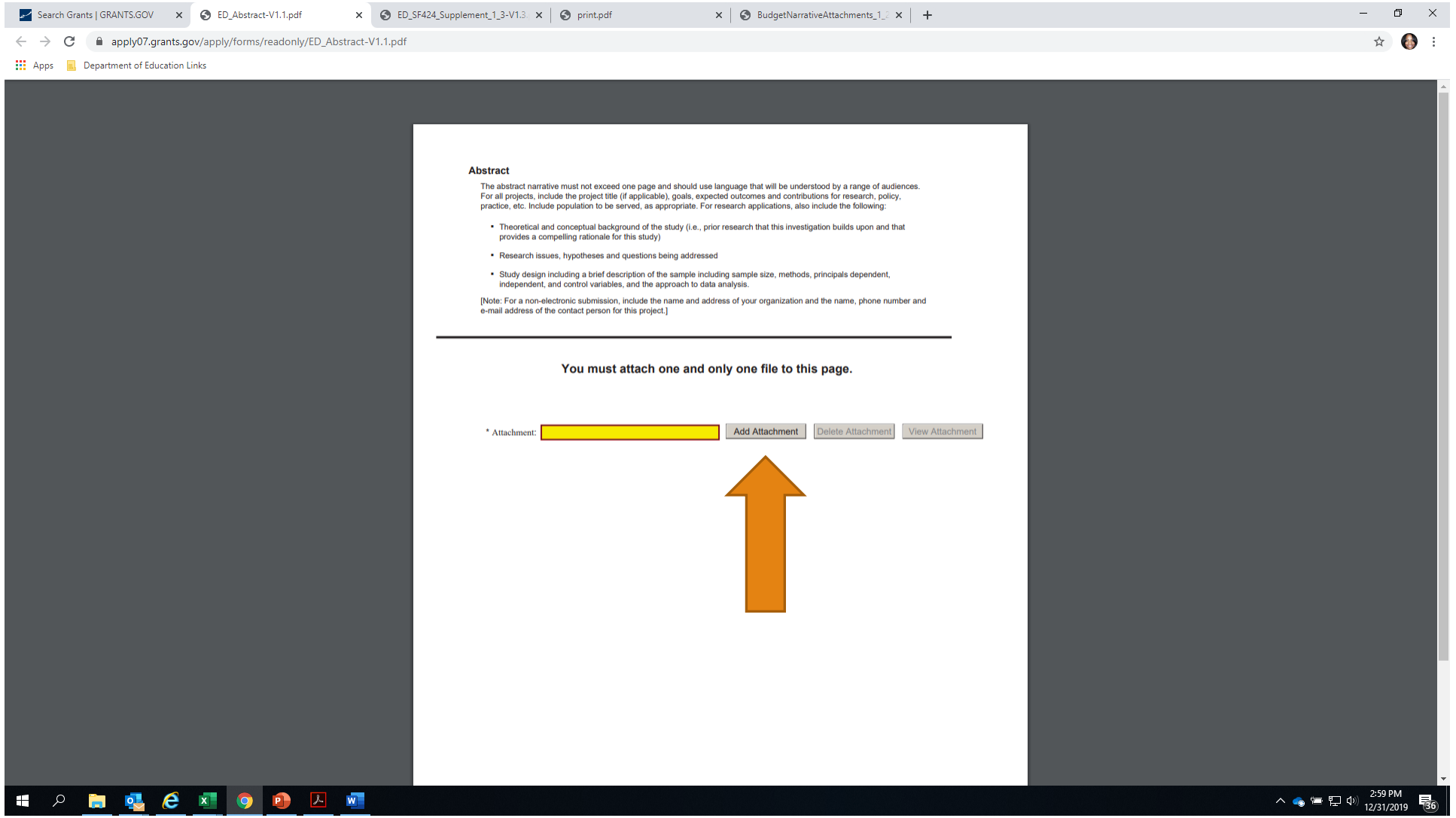

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Application for Grants under the
https://apply07.grants.gov/apply/forms/readonly/SF424_2_1-V2.1.pdf
OMB Number: 4040-0004
Expiration Date: 12/31/2019
Application for Federal Assistance SF-424
* 1. Type of Submission:
Preapplication
Application
Changed/Corrected 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. Organizational DUNS:
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:
Suffix:
Title:
Organizational Affiliation:
* Telephone Number:
Fax Number:
* Email:
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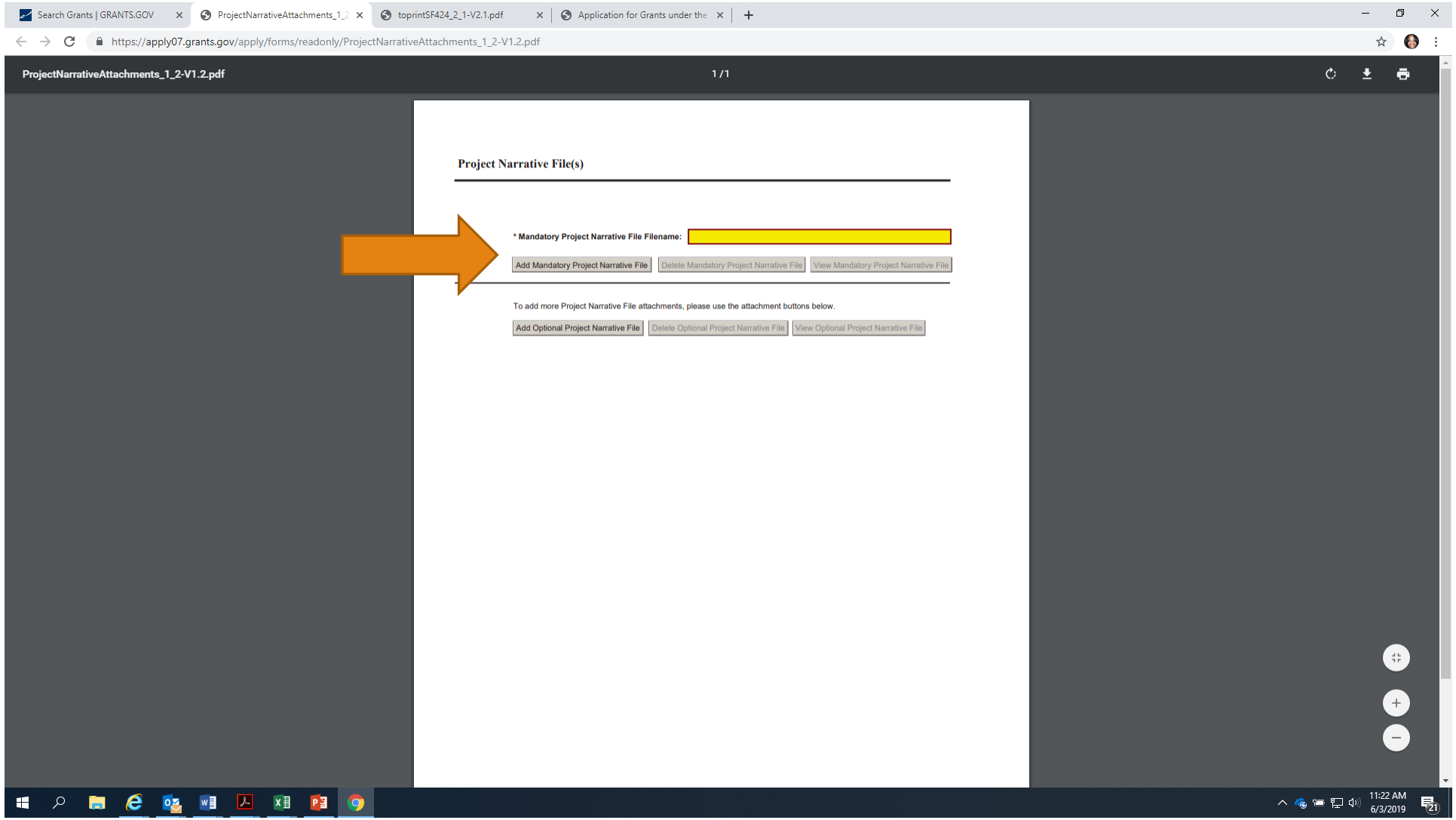

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* 9. Type of Applicant 1: Select Applicant Type:
Type of Applicant 2: Select Applicant Type:
Type of Applicant 3: Select Applicant Type:
* Other (specify):
* 10. Name of Federal Agency:
11. Catalog of Federal Domestic Assistance Number:
CFDA Title:
* 12. Funding Opportunity Number:
* Title:
13. Competition Identification Number:
Title:
14. Areas Affected by Project (Cities, Counties, States, etc.):
Add Attachment
Delete Attachment
View Attachment
* 15. Descriptive Title of Applicant's Project:
Attach supporting documents as specified in agency instructions.
Add Attachments
Delete Attachments
View Attachments
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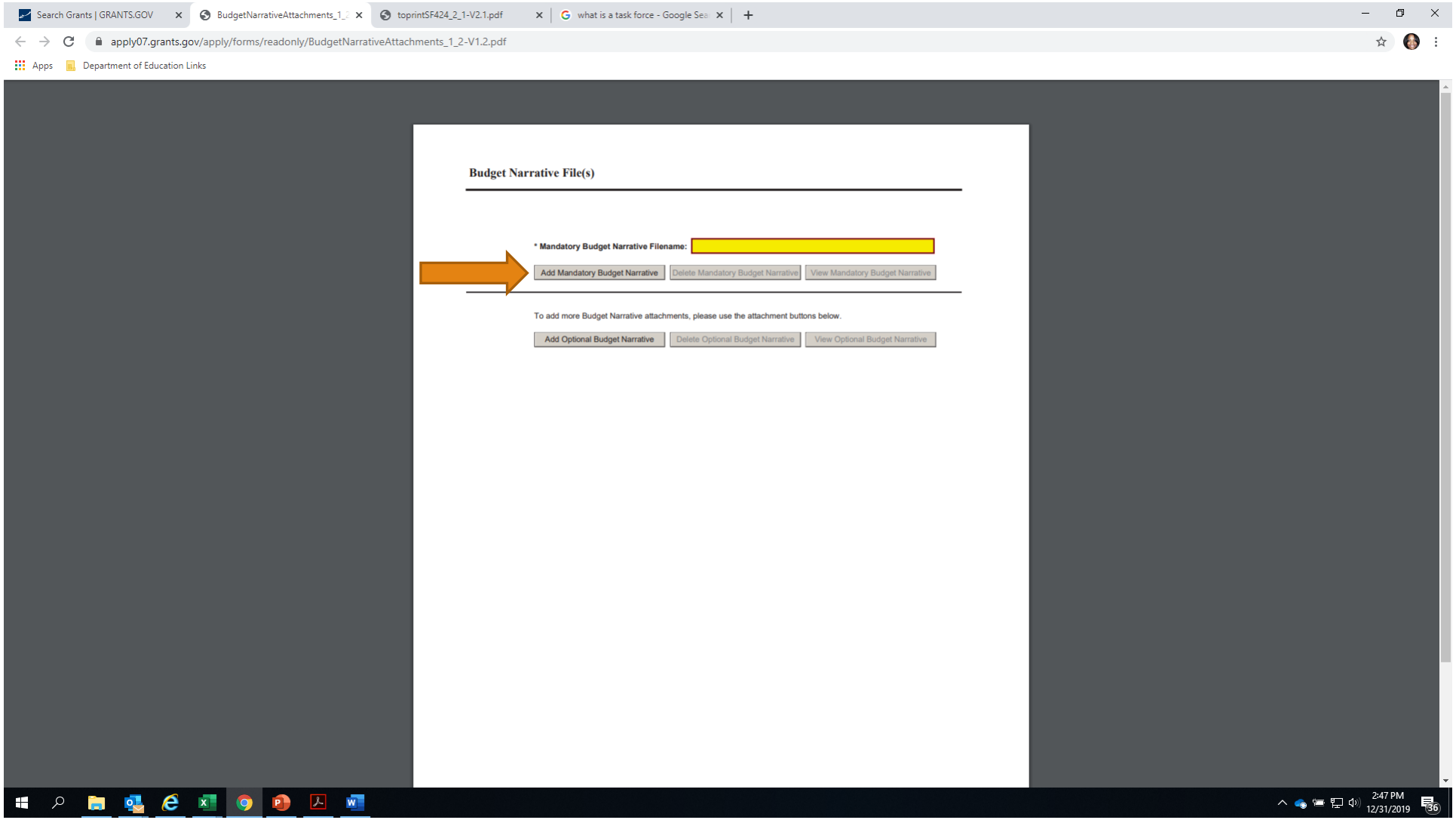

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Apps
Department of Education Links
print.pdf
1 / 2
U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS
OMB Number: 1894-0008
Expiration Date: 08/31/2020
Name of Institution/Organization
Applicants requesting funding for only one 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
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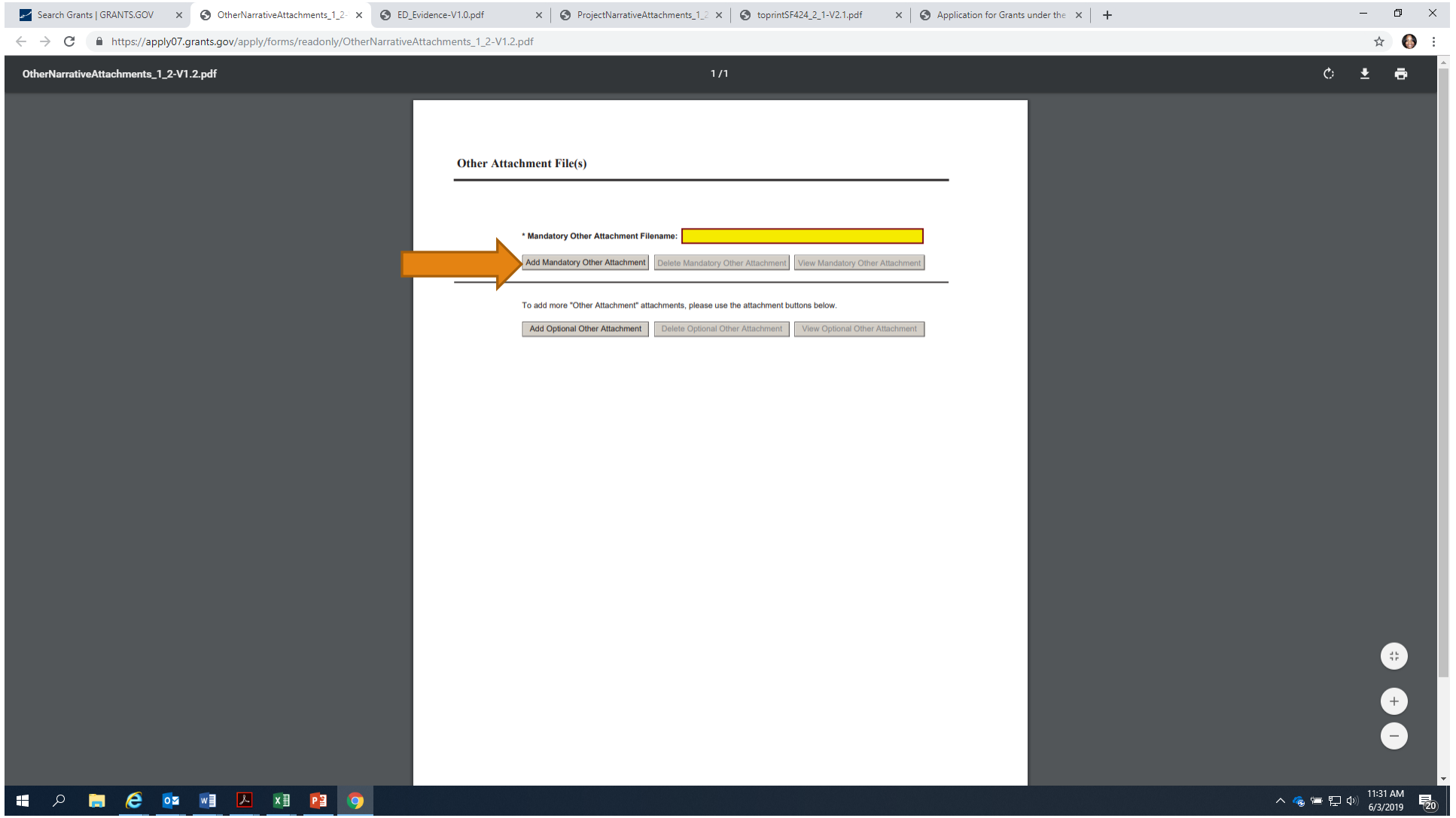

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Apps
Department of Education Links
Approving Federal agency: ED Other (please specify):
The Indirect Cost Rate is %.
(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government 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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Department of Education Links
NOTICE TO ALL APPLICANTS
OMB Number: 1894-0005
Expiration Date: 04/30/2020
The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).
To Whom Does This Provision Apply?
Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.
(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)
What Does This Provision Require?
Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.
Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.
What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?
The following examples may help illustrate how an applicant may comply with Section 427.
(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.
We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.
Estimated Burden Statement for GEPA Requirements
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.
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Abstract
The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:
Theoretical and conceptual background of the study (i.e., prior research that this 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 dependent, independent, and control variables, and 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.]
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Project Narrative File(s)
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Add Mandatory Project Narrative File
Delete Mandatory Project Narrative File
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To add more Project Narrative File attachments, please use the attachment buttons below.
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Add Mandatory Budget Narrative
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Application for Grants under the
https://apply07.grants.gov/apply/forms/readonly/OtherNarrativeAttachments_1_2-V1.2.pdf
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Other Attachment File(s)
* Mandatory Other Attachment Filename:
Add Mandatory Other Attachment
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To add more "Other Attachment" attachments, please use the attachment buttons below.
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Checklist can be found on page 66 of the Application Instructions Booklet.

APPLICATION CHECKLIST

Use This Checklist While Preparing Your Application Package. All items listed on this checklist are required unless noted as optional in Grants.gov.

- ☐ Application for Federal Assistance (SF 424)
- ☐ Department of Education Supplemental Information for SF 424
- ☐ Department of Education Budget Information Non-Construction Programs Form (ED 524)
- ☐ One-page Program Abstract (Use "*ED Abstract Form*")
- ☐ Project Narrative – Responses to the Selection Criteria and Competitive Preference Priority (Use "*Project Narrative Attachment Form*")
- ☐ Budget Narrative (Use "*Budget Narrative Attachment Form*")
- ☐ Other Attachments (Use "*Other Attachments Form*")
  - ☐ Response to Absolute Priorities must be uploaded to Other Attachments Form
- ☐ Assurances and Certifications
  - ☐ Grants.gov Lobbying Form (ED 80-0013)
  - ☐ Disclosure of Lobbying Activities (SF-LLL)
  - ☐ ED GEPA 427 Form

Final tips

Read the Notice Inviting Applications (NIA) carefully.
Go to Grants.gov immediately to register or confirm your registration.
Follow Grants.gov submission tips found in the program application booklet.
Develop a thoughtful Logic Model- It’s the road map for your entire project.
Write a comprehensive proposal that reviewers understand.
Consider the outcomes-what will change if the project is implemented?
Submit your application early!

Resources

Indirect Costs

Applicable Indirect Cost Rate Type

unrestricted indirect cost rate

Cognizant Agencies for Indirect Cost Institutions of Higher Education

Department of Health and Human Services (DHHS)

(https://rates.psc.gov/)

or

Office of Naval Research (ONR)

(https://www.onr.navy.mil/en/work-with-us/manage-your-award/manage-grant-award)

Regulation

Uniform Guidance

- 2 CFR 200 Subpart E

Departmental Regulations

Education Department General Administrative Regulations

- 34CFR 75.560 - 75.580
- 34 CFR 76.560 - 76.580

Guidance

OMB Uniform Guidance Frequently Asked Questions updated

https://www.cfo.gov/assets/files/2CFR-FrequentlyAskedQuestions_2021050321.pdf

Regional Educational Laboratory (REL) Resources on Logic Models

Logic Models: A Tool for Effective Program Planning, Collaboration, and Monitoring
https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=409

Logic Models: A Tool for Designing and Monitoring Program Evaluations
https://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=404

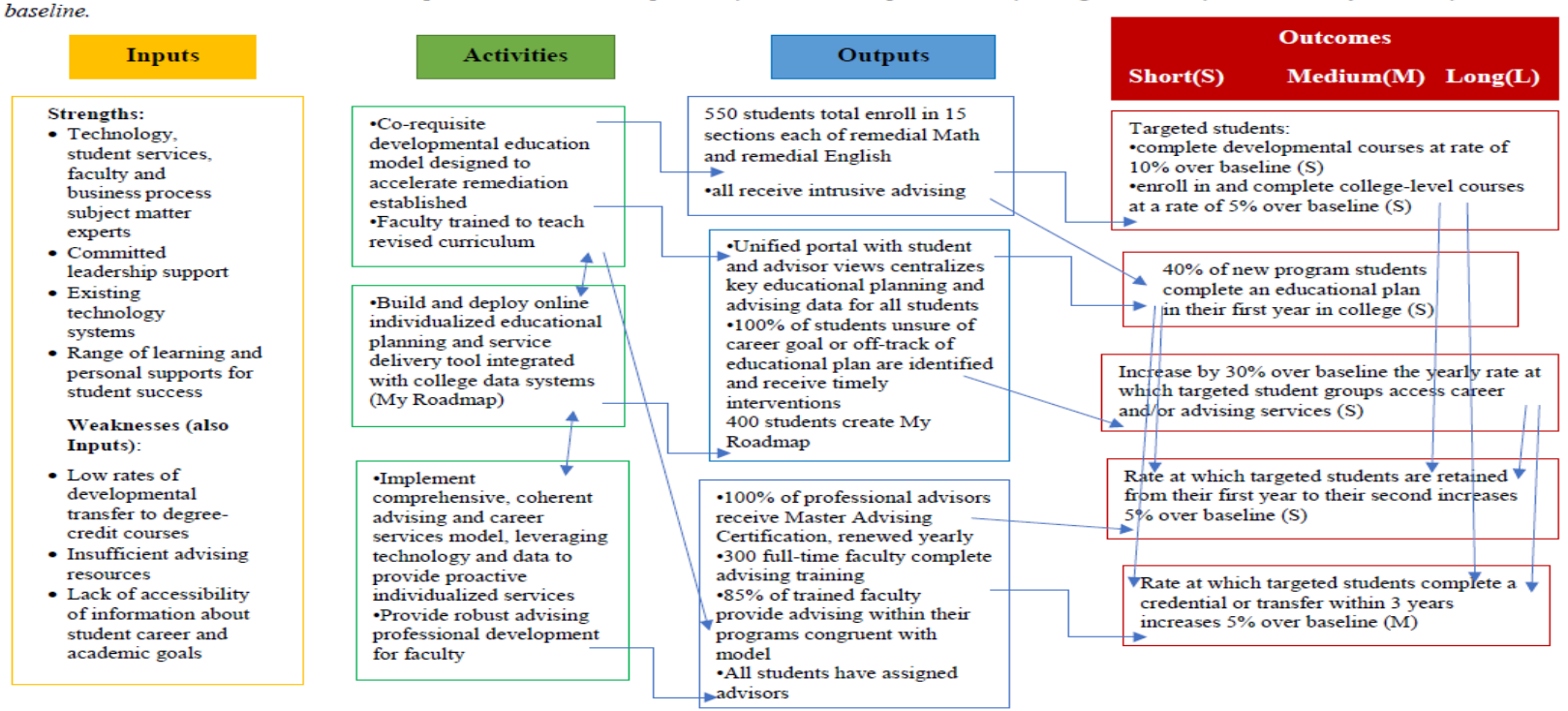
Logic Models for Program Design, Implementation, and Evaluation: Workshop Toolkit
https://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=401

Education Logic Model application for creating logic models:
https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp

Sample Logic Model

Logic Model

Overall Outcome/Goal: *To increase developmental education completion by 40%; student persistence by 5%; graduation by 5% and transfer rates by 5% over the baseline.*



Impacts:

• Increased enrollments and tuition revenue • Sustainable IT infrastructure • Institutionalized Faculty Advising • More efficient use of advising resources
• Improved access and success for low-income and underrepresented students • Transformed delivery of developmental education

Program Contacts



Njeri Clark, Competition Manager| Njeri.clark@ed.gov, 202-453-6224



Program website: https://www2.ed.gov/programs/basic-need/index.html

Questions?





thank YOU!