FY 2021 RURAL POSTSECONDARY & ECONOMIC DEVELOPMENT PROGRAM PRE- APPLICATION WEBINAR

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NOVEMBER 17, 2021

AGENDA

- ✓ WELCOME
- ✓ PROGRAM PURPOSE
- ✓ PROGRAM AUTHORITY & APPLICABLE REGULATIONS
- ✓ FY 2021 COMPETITION AT A GLANCE
- ✓ ELIGIBILITY & IMPORTANT INFORMATION/DATES
- ✓ PRIORITIES
- ✓ SELECTION CRITERIA
- ✓ UNDERSTANDING INDIRECT COST
- ✓ PERFORMANCE MEASURES
- ✓ THE LOGIC MODEL
- ✓ PLANNING YOUR GRANT APPLICATION
- ✓ APPLICATION SUBMISSION AND REVIEW
- ✓ QUESTIONS FROM THE FIELD

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

PROGRAM PURPOSE

- TITLE VII, PART B, CFDA 84.116W
- 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.

PROGRAM AUTHORITY

- 20 U.S.C. 1138-1138D
- DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION AND RELATED AGENCIES APPROPRIATIONS ACT, 2021, H.R. 7614, 116TH CONGRESS (2020)
- THE EXPLANATORY STATEMENT ACCOMPANYING H.R. 133 (PUB. L. 116-260).

APPLICABLE REGULATIONS

- THE EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS IN 34 CFR PARTS 75, 77, 79, 82, 84, 86, 97, 98, AND 99.
- THE OFFICE OF MANAGEMENT AND BUDGET GUIDELINES TO AGENCIES ON GOVERNMENTWIDE DEBARMENT AND SUSPENSION (NONPROCUREMENT) IN 2 CFR PART 180, AS ADOPTED AND AMENDED AS REGULATIONS OF THE DEPARTMENT IN 2 CFR PART 3485.
- THE UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS IN 2 CFR PART 200, AS ADOPTED AND AMENDED AS REGULATIONS OF THE DEPARTMENT IN 2 CFR PART 3474.

FY 2021 COMPETITION AT A GLANCE

- APPLICATION AVAILABLE: NOVEMBER 5, 2021*
- APPLICATION DEADLINE: DECEMBER 13, 2021*
- ESTIMATED AVAILABLE FUNDS: $9,900,000
- ESTIMATED RANGE OF AWARDS: $1,100,000 TO $1,237,500 (FOR 3 YEARS)**
- ESTIMATED AVERAGE SIZE OF AWARDS: $1,200,000**
- PROJECT PERIOD: 36 MONTHS
- ESTIMATED NUMBER OF AWARDS: 8

- PRIORITIES
  - 1 ABSOLUTE PRIORITY
  - 2 COMPETITIVE PREFERENCE PRIORITIES
- RESTRICTED INDIRECT COST RATE 8%
- DO NOT EXCEED MAXIMUM AWARD AMOUNT

*NOTE: A CORRECTED NIA WILL BE PUBLISHED IN THE FEDERAL REGISTER NOVEMBER 19, 2021, TO EXPAND ELIGIBILITY AND DELAY THE DUE DATE FROM DEC. 6 TO DEC. 13, 2021

** ALL AWARDEE FUNDS WILL BE FRONTLOADED.

ELIGIBILITY

- FOR THE FY 2021 GRANT COMPETITION IN ACCORDANCE WITH SECTION 437(D)(1) OF GEPA, THE FOLLOWING ARE ELIGIBLE APPLICANTS: PUBLIC AND PRIVATE NONPROFIT INSTITUTIONS OF HIGHER EDUCATION (IHES), AS DEFINED IN SECTION 101 OF THE HEA, WITH ENROLLMENT OF AT LEAST 30 PERCENT OF STUDENTS WHO ATTENDED HIGH SCHOOLS LOCATED IN RURAL AREAS* AND PUBLIC AND PRIVATE NON-PROFIT ORGANIZATIONS AND AGENCIES THAT PARTNER WITH IHES**.

- *RURAL AREA MEANS AN AREA THAT IS CHARACTERIZED BY LOCALE CODE 41, 42, OR 43. PLEASE REFER TO THE NCES LOCALE LOOKUP MAP: HTTPS://NCES.ED.GOV/PROGRAMS/MAPED/LOCALELOOKUP/.

- **NOTE: A CORRECTED NIA WILL BE PUBLISHED IN THE FEDERAL REGISTER NOVEMBER 19, 2021, TO EXPAND ELIGIBILITY AND DELAY THE DUE DATE FROM DEC. 6 TO DEC. 13, 2021

IMPORTANT INFO

- DEADLINE TO APPLY: DECEMBER 13, 2021, AT 11:59:59 PM ET
- HOW TO APPLY: GRANTS.GOV
  - SEARCH FOR CFDA 84.116W
  - PAGE LIMIT OF 50 PAGES MAXIMUM
- PEER REVIEW: DECEMBER 15TH – DECEMBER 22ND
- AWARDS WILL BE MADE BY DECEMBER 31, 2021, FOR A PERFORMANCE START DATE OF JANUARY 1, 2022.

ABSOLUTE PRIORITY (REQUIRED)

ABSOLUTELY PRIORITY: PROJECTS THAT INCREASE POSTSECONDARY ACCESS, AFFORDABILITY, SUCCESS, AND COMPLETION FOR RURAL STUDENTS (REQUIRED)

PROJECTS THAT WILL SERVE RURAL STUDENTS BY—

- (A) INCREASING THE NUMBER AND PROPORTION OF RURAL STUDENTS WHO ENROLL IN AND COMPLETE POSTSECONDARY EDUCATION PROGRAMS THROUGH ACTIVITIES AND STRATEGIES RELATED TO COLLEGE PREPARATION, OUTREACH IN RURAL COMMUNITIES, AWARENESS OF POSTSECONDARY OPTIONS, RECRUITMENT OF STUDENTS FROM RURAL COMMUNITIES, SUPPORT THROUGHOUT THE COLLEGE APPLICATION AND SELECTION PROCESS, AND LONG-TERM COLLEGE AND CAREER ADVISING RELATIONSHIPS WITH MIDDLE AND HIGH SCHOOL STUDENTS TO SUPPORT THEM THROUGH THEIR TRANSITION TO POSTSECONDARY EDUCATION;

ABSOLUTE PRIORITY (REQUIRED)

ABSOLUTELY PRIORITY: PROJECTS THAT INCREASE POSTSECONDARY ACCESS, AFFORDABILITY, SUCCESS, AND COMPLETION FOR RURAL STUDENTS (REQUIRED)

PROJECTS THAT WILL SERVE RURAL STUDENTS BY—

- (B) SUPPORTING THE DEVELOPMENT AND IMPLEMENTATION OF COMPREHENSIVE STUDENT SUCCESS PROGRAMS THAT INTEGRATE MULTIPLE SERVICES OR INITIATIVES ACROSS ACADEMIC AND STUDENT AFFAIRS, SUCH AS ACADEMIC ADVISING, STRUCTURED/GUIDED PATHWAYS, CAREER SERVICES, STUDENT FINANCIAL AID, TRANSFER SUPPORT FROM TWO- TO FOUR-YEAR PROGRAMS, AND OTHER WRAP AROUND SERVICES;

- (C) SUPPORTING THE DEVELOPMENT AND IMPLEMENTATION OF HIGH-QUALITY AND ACCESSIBLE LEARNING OPPORTUNITIES FOR RURAL STUDENTS THAT CATER TO THEIR UNIQUE NEEDS AND GEOGRAPHIC DISTANCE FROM POSTSECONDARY EDUCATION INSTITUTIONS, AND ALIGN WITH CAREER PATHWAYS TO HIGH-NEED OCCUPATIONS, INCLUDING LEARNING OPPORTUNITIES THAT ARE ACCELERATED; HYBRID ONLINE; WORK-BASED; OR FLEXIBLE FOR WORKING STUDENTS;

ABSOLUTE PRIORITY (REQUIRED)

ABSOLUTELY PRIORITY: PROJECTS THAT INCREASE POSTSECONDARY ACCESS, AFFORDABILITY, SUCCESS, AND COMPLETION FOR RURAL STUDENTS (REQUIRED)

PROJECTS THAT WILL SERVE RURAL STUDENTS BY—

- (D) SUPPORTING THE DEVELOPMENT OR IMPLEMENTATION OF EVIDENCE-BASED STRATEGIES TO PROMOTE RURAL STUDENTS' DEVELOPMENT OF THE KNOWLEDGE AND SKILLS NECESSARY FOR SUCCESS IN THE WORKFORCE AND IN HIGH-NEED OCCUPATIONS, INCLUDING CAREER TRAINING THAT LEADS TO GOOD JOBS IN FIELDS RELEVANT TO THE REGIONAL ECONOMY, AND TO RAISE AWARENESS OF, AND ACCESS TO, PAID INTERNSHIP, FELLOWSHIP, APPRENTICESHIP, AND JOB OPPORTUNITIES; AND

- (E) IMPLEMENTING A SUSTAINABILITY PLAN TO MAINTAIN PROGRAMS AND SERVICES AFTER COMPLETION OF THE GRANT.

COMPETITIVE PREFERENCE PRIORITY (UP TO 5 POINTS)

COMPETITIVE PREFERENCE PRIORITY 1--SUPPORTING ACCESS TO TECHNOLOGY.

PROJECTS THAT ARE DESIGNED TO PROMOTE EDUCATIONAL EQUITY AND ADEQUACY IN RESOURCES AND OPPORTUNITY FOR RURAL STUDENTS THROUGH STUDENT-CENTERED LEARNING MODELS THAT PROVIDE ACCESS TO TECHNOLOGY AND LEVERAGE TECHNOLOGY TO ADDRESS LEARNER VARIABILITY (E.G., UNIVERSAL DESIGN FOR LEARNING, COMPETENCY-BASED EDUCATION, PROJECT-BASED LEARNING, OR HYBRID/BLENDED LEARNING) AND PROVIDE HIGH-QUALITY LEARNING CONTENT, APPLICATIONS, OR TOOLS.

COMPETITIVE PREFERENCE PRIORITY (UP TO 5 POINTS)

COMPETITIVE PREFERENCE PRIORITY 2--STRENGTHENING CROSS-AGENCY COORDINATION AND COMMUNITY ENGAGEMENT TO ADVANCE SYSTEMIC CHANGE.

PROJECTS THAT ARE DESIGNED TO TAKE A SYSTEMIC APPROACH TO IMPROVING OUTCOMES FOR RURAL STUDENTS THROUGH THE DEVELOPMENT OF CAREER PATHWAYS ALIGNED TO HIGH-SKILL, HIGH-WAGE OR IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS IN THE REGION IN PARTNERSHIP WITH REGIONAL ECONOMIC DEVELOPMENT ENTITIES, WORKFORCE AGENCIES, REGIONAL EMPLOYERS, OR OTHER RELEVANT NONPROFIT ORGANIZATIONS.

SELECTION CRITERIA

Selection Criteria	Maximum Points
Quality of the Project Design	35
Quality of the Management Plan	35
Adequacy of Resources	10
Quality of Project Evaluation	20
Total Maximum Score for Selection Criteria	**100**
Competitive Preference Priority #1	5
Competitive Preference Priority #2	5
Total Possible Score Per Application	**110**

SELECTION CRITERIA

Quality of the 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:

- (i) 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)
- (ii) 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)
- (iii) 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)
- (iv) The extent to which the proposed project demonstrates a rationale (as defined in this notice). (Up to 5 points)
- (v) 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)
- (vi) 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

- DOES THE APPLICATION IDENTIFY CLEAR GOALS, OBJECTIVES, AND OUTCOMES TO BE ACHIEVED BY THE PROJECT?
- HOW DO THE ISSUES, NEEDS, AND PROPOSED ACTIVITIES RELATE TO THE PURPOSE OF THE PROGRAM AND THE TARGETED POPULATION?
- DOES THE APPLICATION PROVIDE A THOROUGH, HIGH-QUALITY REVIEW OF LITERATURE THAT IS RELEVANT AND CONNECTS TO THE PROJECT?
- WHAT ARE THE COMPONENTS OF THE HIGH-QUALITY PLAN FOR PROJECT IMPLEMENTATION?
- DOES THE APPLICATION PROVIDE APPROPRIATE METHODOLOGICAL TOOLS TO ENSURE THE SUCCESS OF THE PROJECT?
- HOW WOULD THE PROJECT BE PRESENTED USING A LOGIC MODEL?

SELECTION CRITERIA

Quality of the 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, the Secretary considers the following factors:

- (i) 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)
- (ii) 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)
- (iii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (Up to 5 points)
- (iv) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (Up to 5 points)
- (v) 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

- HOW WILL THE PROPOSED PROJECT BE MANAGED AND WHO WILL MANAGE THE VARIOUS COMPONENTS?
- DOES THE MANAGEMENT PLAN INCLUDE CLEARLY DEFINED RESPONSIBILITIES, TIMELINES, AND MILESTONES FOR ACCOMPLISHING THE PROJECT?
- HOW WILL YOU ENSURE THAT THE PROJECT IS ON SCHEDULE TO MEET THE IDENTIFIED GOALS AND OBJECTIVES OF THE PROJECT?
- 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?
- HAVE SUFFICIENT STAFF AND TIME BEEN COMMITTED TO ENSURE THAT THE IDENTIFIED GOALS AND OBJECTIVES ARE MET?

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:

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

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

QUESTIONS TO CONSIDER – ADEQUACY OF RESOURCES

- HOW WILL YOU LEVERAGE SUPPORT FROM OTHER CAMPUS RESOURCES TO ENHANCE THE PROJECT?
- HOW DOES YOUR APPLICATION ARTICULATE BUY-IN AND SUPPORT FROM STAKEHOLDERS AND ALL OTHERS INVOLVED IN THE PROJECT?
- HOW DOES YOUR APPLICATION SPEAK TO HOW THE PROJECT PARTNERS WILL SUPPORT THE PROJECT BEYOND THE LIFE OF THE GRANT?

SELECTION CRITERIA

Quality of the 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:

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

QUESTIONS TO CONSIDER – PROJECT EVALUATION

- ARE THERE DATA COLLECTION TOOLS THAT WILL BE USED TO DETERMINE WHETHER THE PROJECT IS SUCCESSFUL?
- 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?
- DOES THE APPLICATION INCLUDE METHODS OF EVALUATION FOR EXAMINING THE EFFECTIVENESS OF THE PROJECT?

UNDERSTANDING INDIRECT COST

INDIRECT COST

APPLICABLE INDIRECT COST RATE TYPE

- RESTRICTED INDIRECT COST RATE
- FOR THE FY 2021 GRANT COMPETITION AND ANY SUBSEQUENT YEAR IN WHICH WE MAKE AWARDS FROM THE LIST OF UNFUNDED APPLICATIONS FROM THIS COMPETITION, A GRANTEE'S INDIRECT COST REIMBURSEMENT IS LIMITED TO EIGHT PERCENT (8%) OF A MODIFIED TOTAL DIRECT COST BASE.
- FOR MORE INFORMATION REGARDING INDIRECT COSTS, PLEASE SEE WWW2.ED.GOV/ABOUT/OFFICES/LIST/OCFO/INTRO.HTML.

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

- UNIFORM GUIDANCE FREQUENTLY ASKED QUESTIONS UPDATED

(HTTPS://WWW.CFO.GOV/ASSETS/FILES/2CRFFREQUENTLYASKEDQUESTIONS_2021050321.PDF)

PERFORMANCE MEASURES

THE PERFORMANCE INDICATORS FOR THE RURAL POSTSECONDARY & ECONOMIC DEVELOPMENT PROGRAM ARE:

1. THE NUMBER OF RURAL STUDENTS SERVED BY DIRECT STUDENT SERVICES SUPPORTED BY THE GRANT.

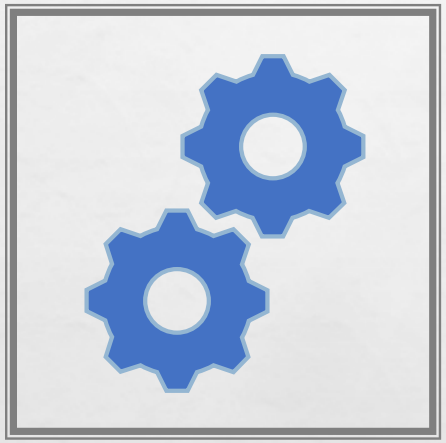
2. THE CHANGE IN THE ANNUAL ENROLLMENT RATE AT GRANTEE AND PARTNER INSTITUTIONS OF RURAL STUDENTS WHO ARE SERVED BY DIRECT STUDENT SERVICES SUPPORTED BY THE GRANT FROM ONE YEAR TO THE NEXT.

3. 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.

4. THE NUMBER OF RURAL STUDENTS SERVED BY THE PROGRAM WHO OBTAIN A PAID INTERNSHIP, APPRENTICESHIP, OR EMPLOYMENT.

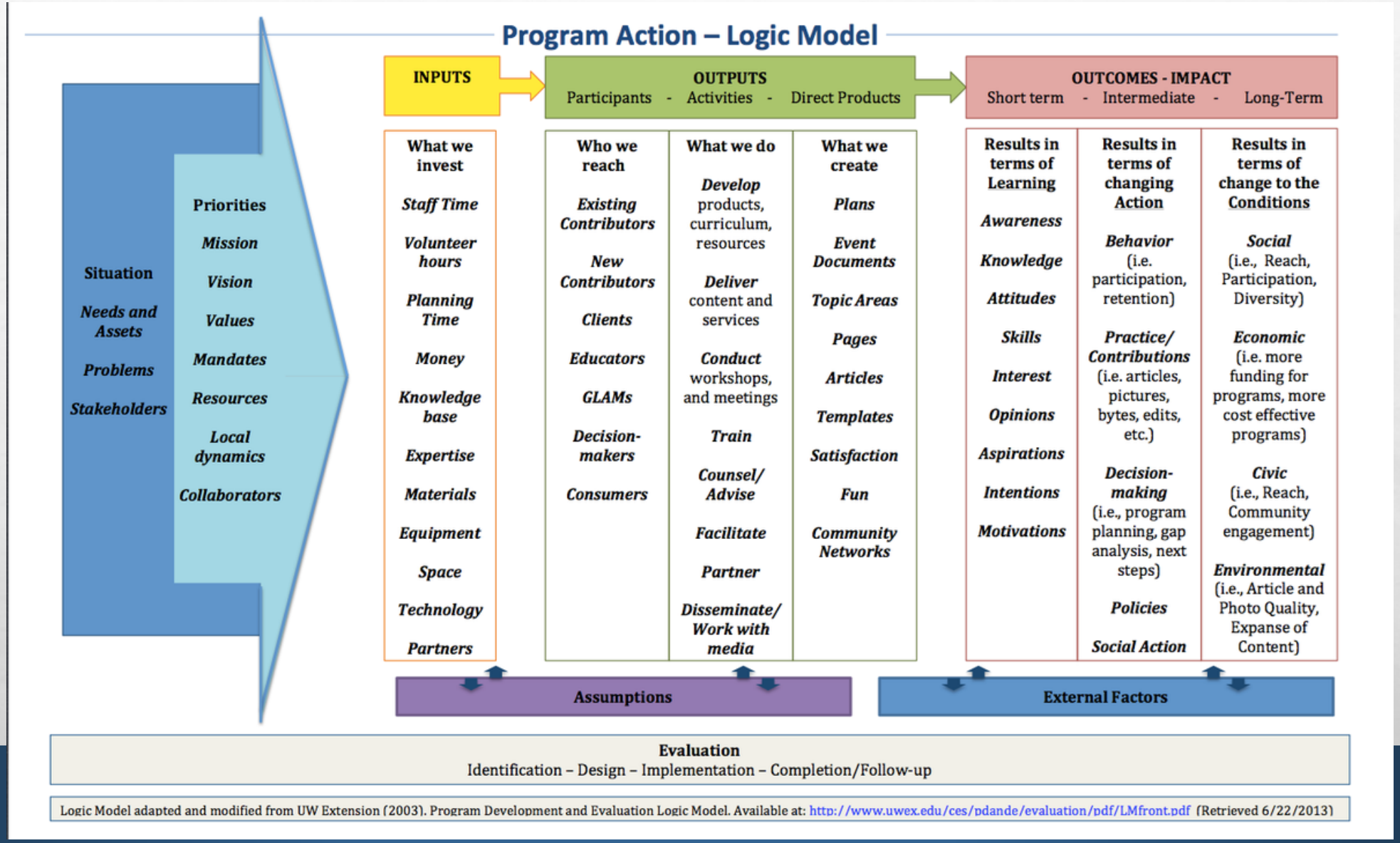
THE LOGIC MODEL

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)

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

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.

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.

LOGISTICAL ADVICE

- MAKE SURE YOU ARE PROPERLY REGISTERED IN THE **GRANTS.GOV** SYSTEM: HTTPS://WWW.GRANTS.GOV/, YOUR AOR PROFILE IS CURRENT, AND YOU ARE APPLYING TO THE CORRECT GRANT OPPORTUNITY NUMBER.
- ENSURE THAT YOUR IHE'S **DUNS NUMBER** IS UP-TO-DATE AND ACTIVE IN SAM HTTPS://WWW.SAM.GOV/SAM/.
- BE AWARE THAT THE DUNS NUMBER WILL BE TRANSITIONING TO A **UNIQUE ENTITY IDENTIFIER (UEI)** IN APRIL 2022 (SEE HERE FOR MORE INFORMATION: HTTPS://WWW.GSA.GOV/ABOUT-US/ORGANIZATION/FEDERAL-ACQUISITION-SERVICE/OFFICE-OF-SYSTEMS-MANAGEMENT/INTEGRATED-AWARD-ENVIRONMENT-IAE/IAE-INFORMATION-KIT/UNIQUE-ENTITY-IDENTIFIER-UPDATE).
- **SUBMIT YOUR GRANT APPLICATION EARLY!**

SUBMITTING YOUR APPLICATION IN GRANTS.GOV

- HTTPS://WWW.GRANTS.GOV/
- SEACH GRANTS FOR
  - CFDA 84.116W
  - OR LOOK FOR THE OPPORTUNITY NUMBER: ED-GRANTS-110521-003
- 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.

CALL FOR PEER REVIEWERS

- THOSE INTERESTED IN READING FOR THIS PROGRAMS AND OTHER PROGRAMS HAVING COMPETITIONS IN FY 2021 IN THE OFFICE OF POSTSECONDARY EDUCATION MUST REGISTER OR (IF ALREADY REGISTERED) UPDATE THEIR INFORMATION IN G5 AT WWW.G5.GOV

- PLEASE CONTACT NEMEKA MASON FOR MORE INFORMATION, NEMEKA.MASON@ED.GOV

QUESTIONS FROM THE FIELD

MAY AN APPLICANT REQUEST LESS THAN THE AVERAGE AWARD SIZE?

- YES. AN APPLICANT MAY REQUEST LESS THAN THE AVERAGE AWARD SIZE BUT CANNOT EXCEED $1,237,500.

CAN AN INSTITUTION SUBMIT MORE THAN ONE APPLICATION?

- NO.

QUESTIONS FROM THE FIELD

CRITERION 2 UNDER QUALITY OF MANAGEMENT PLAN REFERS TO THE "PROJECT DIRECTOR AND PRINCIPAL INVESTIGATOR." ARE PROJECTS EXPECTED TO INCLUDE BOTH A PRINCIPAL INVESTIGATOR AND A PROJECT DIRECTOR?

- NO.

CAN WE HIRE STUDENTS FOR TUTORING OR OTHER PEER TO PEER SUPPORT SERVICES?

- YES.

QUESTIONS FROM THE FIELD

AM I REQUIRED TO SUBMIT A LOGIC MODEL WITH MY APPLICATION?

- YES.

WHAT DO I NEED TO SUBMIT IN THE BUDGET SECTION?

- APPLICANTS SHOULD PREPARE A 3-YEAR BUDGET REQUEST.

HOW WILL MY GRANT FUNDS BE DISTRIBUTED?

- APPLICANTS WILL RECEIVE THEIR FEDERAL FUNDS FOR ALL 3 YEARS UP FRONT WITH A START DATE OF JANUARY 1, 2022.

QUESTIONS FROM THE FIELD

WHAT POPULATION OF STUDENTS SHOULD THIS GRANT BE GEARED TOWARDS?

- IT IS UP TO YOU IN YOUR GRANT APPLICATION BUT SHOULD FOCUS ON THE RURAL STUDENTS YOU DETERMINE ARE MOST IN NEED OF THE GRANT ACTIVITIES YOU PROPOSE. JUST KEEP IN MIND THAT ALL ACTIVITIES MUST MEET THE ELIGIBILITY REQUIREMENTS, AS WELL AS THE REQUIREMENTS OF THE ABSOLUTE PRIORITY.

CAN I HOLD A RPED GRANT AT THE SAME TIME AS A TITLE V GRANT?

- YES.

WHERE SHOULD WE ADDRESS THE COMPETITIVE PREFERENCE PRIORITIES?

- PLEASE ADDRESS THEM WITHIN THE 50-PAGE NARRATIVE LIMIT. PLEASE MAKE SURE THAT WHEN YOU ADDRESS BOTH THE COMPETITIVE AND ABSOLUTE PRIORITIES, IT IS CLEAR AND OBVIOUS TO THE RPED TEAM AND PEER REVIEWERS.

QUESTIONS FROM THE FIELD

WHAT SHOULD WE DO IF OUR HIGH SCHOOLS ARE NOT LOCATED IN RURAL AREAS, BUT OUR STUDENTS LIVE IN RURAL AREAS WITH RURAL LOCALE CODES?

- BASED ON THE ELIGIBILITY CRITERIA, YOU NEED TO FOCUS ON THE HIGH SCHOOLS YOUR STUDENTS COME FROM. THAT BEING SAID, IN YOUR APPLICATION YOU CAN MAKE THE CASE THAT YOU MEET THE ELIGIBILITY BECAUSE YOUR STUDENTS ARE FROM RURAL AREAS BECAUSE THEY LIVE WITHIN THE RURAL LOCALE CODES.

WHAT DO YOU MEAN BY RURAL AREA?

- WE DEFINE RURAL AREA AS AN AREA THAT IS CHARACTERIZED BY LOCALE CODE 41, 42, OR 43. PLEASE REFER TO THE NCES LOCALE LOOKUP MAP: HTTPS://NCES.ED.GOV/PROGRAMS/MAPED/LOCALELOOKUP/.

QUESTIONS FROM THE FIELD

WHAT IS THE BEST WAY TO FIND THIS DATA?

- WE RECOMMEND STARTING WITH YOUR INSTITUTIONS DATA TEAM. IF YOU ARE HAVING TROUBLE, THE EASIEST WAY TO COLLECT THIS DATA WOULD BE FOR YOUR INSTITUTION TO ID THE RURAL HIGH SCHOOLS YOU WILL BE SERVING AND FIND OUT WHO COMES FROM THOSE RURAL AREAS VERSUS FOLKS WHO DO NOT.
- YOU MAY ALSO WANT TO REACH OUT TO THE NATIONAL CENTER FOR EDUCATION STATISTICS (NCES) AND SEE IF THEY HAVE A MASTER LIST OF SCHOOL DISTRICTS WITH THE LOCALITY IDENTIFIED. AN ESTIMATE OF THE DATA IS FINE IF YOU CAN INDICATE THE HIGH SCHOOL DISTRICTS THAT YOUR STUDENTS COME FROM AND IF THOSE HIGH SCHOOL DISTRICTS ARE IN THE RURAL LOCALE AREA BASED ON THE DEFINITION IN THE NIA.

QUESTIONS FROM THE FIELD

WHAT CAN WE USE GRANT FUNDS FOR/WHAT IS ALLOWABLE? CAN WE USE GRANT FUNDS FOR DIRECT AID TO STUDENTS (I.E., VIA SCHOLARSHIPS, STIPENDS, VOUCHERS, ETC.)?

- ALL ACTIVITIES AND BUDGET ITEMS MUST AT LEAST SATISFY THE ABSOLUTE PRIORITY (A-E) AS STATED IN THE NIA. THERE ARE NO PROGRAM-SPECIFIC REGULATIONS, BUT ACTIVITIES AND BUDGET ITEMS MUST DIRECTLY ALIGN WITH PROJECT OBJECTIVES AND ADHERE TO APPLICABLE EDGAR AND UNIFORM GUIDANCE CITATIONS THAT GOVERN THE PROGRAM.
- IN THE BIG PICTURE A PROGRAM SHOULD BE PROVIDING SUPPORTS TO STUDENTS BASED ON WHAT IS EXPECTED IN THE ABSOLUTELY PRIORITY, BUT KEEP IN MIND TO TAKE AN APPROACH THAT IS INCLUSIVE AND CREATES SYSTEMIC CHANGE.
- THINK ABOUT WHAT YOU CAN DO TO HELP RURAL STUDENTS ACCESS, PERSIST AND SUCCEED IN COLLEGE AND IN TO A HIGH-NEED OCCUPATION. PLEASE ALSO KEEP IN MIND ABSOLUTE PRIORITY (E) WHEN THINKING ABOUT ACTIVITIES: "IMPLEMENTING A SUSTAINABILITY PLAN TO MAINTAIN PROGRAMS AND SERVICES AFTER COMPLETION OF THE GRANT."

APPLICABLE REGULATIONS: (A) THE EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS IN 34 CFR PARTS 75, 77, 79, 82, 84, 86, 97, 98, AND 99. (B) THE OFFICE OF MANAGEMENT AND BUDGET GUIDELINES TO AGENCIES ON GOVERNMENTWIDE DEBARMENT AND SUSPENSION (NONPROCUREMENT) IN 2 CFR PART 180, AS ADOPTED AND AMENDED AS REGULATIONS OF THE DEPARTMENT IN 2 CFR PART 3485. (C) THE UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS IN 2 CFR PART 200, AS ADOPTED AND AMENDED AS REGULATIONS OF THE DEPARTMENT IN 2 CFR PART 3474.

Q&A



CONTACT INFORMATION

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RURAL POSTSECONDARY & ECONOMIC DEVELOPMENT PROGRAM PAGE:
HTTPS://WWW2.ED.GOV/PROGRAMS/RPED/INDEX.HTML

OTHER FIPSE PROGRAMS

- BASIC NEEDS PROGRAM (84.116N), NJERI CLARK, NJERI.CLARK@ED.GOV
  - HTTPS://WWW2.ED.GOV/PROGRAMS/BASIC-NEED/INDEX.HTML
- HBCU CENTER FOR EDUCATIONAL EXCELLENCE FOR BLACK TEACHERS PROGRAM (84.116V), WENDY LAWRENCE, WENDY.LAWRENCE@ED.GOV
  - HTTPS://WWW2.ED.GOV/PROGRAMS/CEEBT/INDEX.HTML
- MODELING AND SIMULATION PROGRAM (84.116S), ROBIN DABNEY, ROBIN.DABNEY@ED.GOV, OR KISSY CHAPMAN-THAW, KISSY.CHAPMAN-THAW@ED.GOV
  - HTTPS://WWW2.ED.GOV/PROGRAMS/MSP/INDEX.HTML
- TRANSITIONING GANG-INVOLVED YOUTH TO HIGHER EDUCATION PROGRAM (84.116Y), JYMECE SEWARD, JYMECE.SEWARD@ED.GOV , OR MARGARITA MELENDEZ, MARGARITA.MELENDEZ@ED.GOV
  - HTTPS://WWW2.ED.GOV/PROGRAMS/GIYP/INDEX.HTML