



OFFICE OF POSTSECONDARY EDUCATION

FY 2024 TITLE III, PART A, ALASKA NATIVE AND NATIVE HAWAIIAN-SERVING INSTITUTIONS(ANNH) PROGRAM GRANT COMPETITION

PRE-APPLICATION TECHNICAL ASSISTANCE WEBINAR

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INSTITUTIONS PROGRAM*

HOUSEKEEPING

- Today's session will be recorded.
- Ensure microphones and cameras are off.
- Closed captioning is available by selecting 'More' at the top of your screen, then language and speech, turn on live captions.
- Q&A after presentation.
- Use the "Raise Hand" function, so I can enable your mic OR Type your question in the "Chat".
- Recording and PowerPoint slides will be posted to the ANNH website.

AGENDA

- Highlights
- Important Dates
- Legislation and Regulations
- Eligibility and Program Requirements
- Who May/May Not Apply
- Award Information
- Allowable and Unallowable Activities
- Priorities
- Selection Criteria
- Application Submission
- GEPA 427
- Contact Info/Questions

HIGHLIGHTS

Part A (5-year awards)

- 84.031N (Alaska Native)
- 84.031W (Native Hawaiian)
- Individual Development Grants and Cooperative Arrangement Development Grants
- Two Competitive Preference Priorities
- Two Invitational Priorities
- GEPA 427 Update

IMPORTANT DATES

- Designation as an Eligible Institution: Eligibility status will be available in April.
- Notice Inviting Applications (NIA) for the FY 24 ANNH, Part A Program Grant Competition was published in the Federal Register on February 27, 2024.

APPLICATION DEADLINE

April 29, 2024;

11:59:59 p.m. Eastern Time

LEGISLATION AND REGULATIONS

PROGRAM
AUTHORIZATION
& PURPOSE

Legislation

- 20 U.S.C. § 1059d(a) (Title III, Part A of the Higher Education Act of 1965, as amended (HEA))

Program Purpose:

The ANNH Program provides grants to eligible institutions of higher education to improve and expand their capacity to serve Alaska Natives and Native Hawaiians. Institutions may use these grants to plan, develop, or implement activities that strengthen the institution.

REGULATIONS

- Title 34 Code of Federal Regulations (CFR) Part 607.
- Title 2 CFR Part 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
- Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 81, 82, 84, 85, 86, 97, 98, and 99.

**ELIGIBILITY &
PROGRAM REQUIREMENTS**

FY 2024
DESIGNATION AS
AN ELIGIBLE
INSTITUTION

- All applicants for the ANNH program must have applied for and received their FY 2024 Designation as an Eligible Institution.
- You may check your eligibility status at <https://hepis.ed.gov/main/>
 - Enter your institution's 8-digit OPE ID into the database.

ANNH-SPECIFIC
PROGRAM
REQUIREMENTS

- An institution must also meet a specific undergraduate enrollment percentage at the time of application:
 - 20% Alaska Native students;
 - or
 - 10% Native Hawaiian students
- You must self-certify these percentages on the Program Profile Form.

WHO MAY/MAY NOT APPLY?

WHO MAY NOT APPLY?

- Ineligible institutions may not apply.
- Institutions that do not meet the ANNH program percentage requirements.

WHO MAY NOT APPLY?

An eligible ANNH institution may not hold multiple Title III, Part A awards with other Title III, Part A programs.

Program	Assistance Listing Number
Strengthening Institution Program (SIP)	84.031A and 84.031F
Asian American Native American Pacific Islander-Serving Institutions Program (AANAPISI)	84.031L
Native American-Serving Non-Tribal Institutions Program (NASNTI)	84.031X
Tribally Controlled Colleges and Universities Program (TCCU)	84.031T

**WHO MAY APPLY?
CURRENT GRANTEES**

Type of Grant Currently Held	Type of Grant You May Apply For
Individual Development Grants (Part A) – ONLY	May submit an application as the lead and potentially receive funding for a Cooperative Arrangement Development Grant Award.
Cooperative Arrangement Development Grants (Lead) (Part A) – ONLY	May submit an application for and potentially receive funding for an Individual Development Grant Award.
Individual Development Grant and Cooperative Development Grant (Lead) – CONCURRENTLY	May not receive funding from this competition unless one or both grants end on September 30, 2024.

WHO MAY APPLY?

(CURRENT
GRANTEES)

- If your current individual development grant ends on September 30, 2024, you may apply for an individual development grant.
- If you're a lead on a current cooperative arrangement development grant that ends on September 30, 2024, you may apply as a lead institution for a new cooperative grant.
- A lead institution may partner with other institutions on a Cooperative Arrangement Development Grant.
 - The lead institution must meet the eligibility requirements. The lead institution is also responsible for applying for the grant award.

AWARD INFORMATION

TYPES OF GRANT AWARD

Individual Development Grant

An institution that has been designated as an eligible institution AND meets the ANNH program requirements.

Cooperative Arrangement Development Grant (Co-op)

The lead institution must be designated as an eligible institution and meets the ANNH program requirements .

- The partner(s) does not need to be an eligible institution.
- Multiple partners are allowed.

COOPERATIVE
ARRANGEMENT
DEVELOPMENT
GRANTS

- Partnership between two or more institutions of higher education is required.
- Lead institution must be deemed an ANNH eligible institution.
- Partnering institutions do not need to meet eligibility requirements.
- The partners must demonstrate collaboration.
- The arrangement should enhance the effectiveness and impact of the proposed activities.
- The project should reduce costs by eliminating duplication.

COOPERATIVE
ARRANGEMENT
DEVELOPMENT
GRANTS

- Provide a clear rationale for the collaboration and a well-defined role of each partner in the project;
- Any IHE can be a partner;
- The proposed cooperative arrangements should be geographically and economically sound and must benefit all institutions involved.

PART A – AWARD INFORMATION

Individual Development Grant

- Single institution
- Five-year award
- Estimated # of awards: 6
- **Maximum Award (single budget period – 12 months) - \$900,000**

Cooperative Arrangement Development Grant

- Lead institution plus one or more partners (IHEs)
- Five-year award
- Estimated # of awards: 12
- **Maximum Award (single budget period – 12 months)- \$1,000,000**

ALLOWABLE ACTIVITIES AND UNALLOWABLE ACTIVITIES

USES OF FUNDS

- **Allowable Activities**
 - Higher Education Act of 1965, as amended
Section 371
- **Unallowable Activities**
 - Title 34 Code of Federal Regulations §607.10(c)

ALLOWABLE ACTIVITIES

- Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.
- Renovation and improvement in classroom, library, laboratory, and other instructional facilities.
- Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.
- Curriculum development and academic instruction.

ALLOWABLE ACTIVITIES

- Purchase of library books, periodicals, microfilm, and other educational materials.
- Funds and administrative management, and acquisition of equipment for use in strengthening funds management.
- Joint use of facilities such as laboratories and libraries.
- Academic tutoring and counseling programs and student support services.
- Education or counseling services designed to improve the financial literacy and economic literacy of students or the students' families.

UNALLOWABLE ACTIVITIES

- Activities that are not included in the grantee's approved application.
- Activities that are inconsistent with any State plan for higher education that is applicable to the institution, including, but not limited to, a State plan for desegregation of higher education.
- Activities or services that constitute religious instruction, religious worship, or proselytization.
- Activities provided by a school or department of divinity. For the purpose of this provision, a “school or department of divinity” means an institution, or a department of an institution, whose program is solely to prepare students to become ministers of religion or to enter into some other religious vocation.

UNALLOWABLE ACTIVITIES

- Developing or improving non-degree or non-credit courses other than basic skills development courses.
- Developing or improving community-based or community services programs, unless the program provides academic-related experiences or academic credit toward a degree for degree students, or unless it is an outreach program that encourages Indian elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.
- Purchase of standard office equipment, such as furniture, file cabinets, bookcases, typewriters, or word processors.

UNALLOWABLE ACTIVITIES

- Payment of any portion of the salary of a president, vice president, or equivalent officer who has college-wide administrative authority and responsibility at an institution to fill a position under the grant such as project coordinator or activity director.
- Costs of organized fund-raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred solely to raise capital or obtain contributions.
- Costs of student recruitment such as advertisements, literature, and college fairs.

UNALLOWABLE ACTIVITIES

- Services to high school students, unless they are part of a program to encourage Indian students to develop the academic skills and the interest to pursue postsecondary education.
- Instruction in the institution's standard courses as indicated in the institution's catalog.
- Costs for health and fitness programs, transportation, and day care services.
- Student activities such as entertainment, cultural, or social enrichment programs, publications, social clubs, or associations.
- Activities that are operational in nature rather than developmental in nature.
- *Note:* Indirect costs are not included in this program.

ALLOWABLE,
ALLOCABLE, AND
REASONABLE

Ensure that all of your proposed activities are allowable (2CFR 200.403), allocable (2CFR 200.405), and reasonable (2CFR 200.404).

If you propose funding for an unallowable activity, those costs may be cut prior to awarding the grant.

PRIORITIES

PRIORITIES

Competitive Preference Priorities

- Two Competitive Preference Priorities
- May earn up to a total of 12 points
- Optional response

Invitational Priority

- Two Invitational Priorities
- No additional points
- Optional Response

**COMPETITIVE
PREFERENCE
PRIORITY I**

MEETING
STUDENT SOCIAL,
EMOTIONAL AND
ACADEMIC NEEDS

(UP TO 4 POINTS -
TOTAL)

OPTIONAL
RESPONSE

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students (as defined in the notice), by creating a positive, inclusive, and identity-safe climate at IHEs through one or more of the following activities:

- (a)** Fostering a sense of belonging and inclusion for underserved students. (up to 2 points)
- (b)** Implementing evidence-based practices for advancing student success for underserved students. (up to 2 points)

COMPETITIVE PREFERENCE PRIORITY 2

INCREASING
POSTSECONDARY
EDUCATION ACCESS,
AFFORDABILITY,
COMPLETION, AND
POST-ENROLLMENT
SUCCESS

(UP TO 8 POINTS)

OPTIONAL RESPONSE

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 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. (up to 2 points)

(b) 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, *childcare, transportation*, student financial aid, and access to technological devices. (up to 2 points)

Note: *Under 34 CFR 607.10(c)(13), grantees may not use funds awarded under this program to pay directly for childcare and transportation expenses. Grantees also may not use funds awarded under this program for student financial aid.*

**COMPETITIVE
PREFERENCE
PRIORITY 2
(CONT.)**

(c) 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. (up to 2 points)

(d) 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. (up to 2 points)

**INVITATIONAL
PRIORITY I**

(NO ADDITIONAL
POINTS)

OPTIONAL
RESPONSE

Projects that support activities to strengthen and institutionalize Native language preservation and revitalization.

**INVITATIONAL
PRIORITY 2**

(NO ADDITIONAL
POINTS)

OPTIONAL
RESPONSE

In the case of Native Hawaiian-serving institutions, projects that address the challenges related to the national wildfire emergency.

SELECTION CRITERIA

SELECTION CRITERIA

Criterion	Maximum Points
Quality of Comprehensive Development Plan	20
Quality of Activity Objectives	15
Quality of Project Design	12
Quality of Implementation Strategy	16
Quality of Key Personnel	8
Quality of Project Management Plan	10
Quality of Evaluation Plan	12
Quality of Budget	7
Total Maximum Points	100

SELECTION CRITERIA

Quality of the Comprehensive Development Plan (up to 20 points): The extent to which:

1. The strengths, weaknesses, and significant problems of the institution's academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution (5 points);
2. The goals for the institution's academic programs, institutional management, and fiscal stability are realistic, and based on comprehensive analysis (5 points);
3. The objectives stated in the plan are measurable, related to institutional goals, and, if achieved, will contribute to the growth and self-sufficiency of the institution (5 points); and
4. The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources (5 points).

SELECTION CRITERIA

Quality of Activity Objectives (up to 15 points): The extent to which the objectives for each activity are:

1. Realistic and defined in terms of measurable results (8 points); and
2. Directly related to the problems to be solved and to the goals of the comprehensive development plan (7 points).

Quality of the Project Design (up to 12 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 extent to which the proposed project demonstrates a rationale.

EVIDENCE THAT DEMONSTRATES A RATIONALE

Evidence that demonstrates a rationale includes research or evaluation findings from one or more studies indicating that a ***project component*** [the intervention or treatment] is likely to improve a student outcome or other ***relevant outcome***. Such evidence could include favorable findings from

- an ***experimental study***,
- a ***quasi-experimental design*** study,
- a ***correlational study with statistical controls for selection bias***, or
- some other ***research study or evaluation***.

The findings in question need to be ***positive*** [favorable] but do ***not*** need to be statistically significant.

These findings **do not** need to be reviewed by the What Works Clearinghouse (WWC) or meet WWC evidence standards.

DEFINITIONS

Demonstrates a Rationale

- A key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.

Applicants can demonstrate a rationale by:

1. Including a logic model that identifies the key project components of the proposed project and describes the theoretical and operational relationships among the key project components and relevant outcomes; **AND**
2. Identifying a key project component in the logic model that is informed by research findings suggesting it is likely to have a positive impact.

DEFINITIONS

Project Component

- An activity, strategy, intervention, process, product, practice or policy included in a project.
- Evidence may pertain to an individual project component or to a combination of project components.

Logic Model

- A framework that identifies key *project components* of the proposed project (i.e., the active “ingredients that are hypothesized to be critical to achieving the *relevant outcomes*) and describes the theoretical and operational relationships among the key *project components* and *relevant outcomes*.

Relevant outcome

- The student outcome(s) or other outcome(s) the key *project component* is designed to improve, consistent with the specific goals of the program.

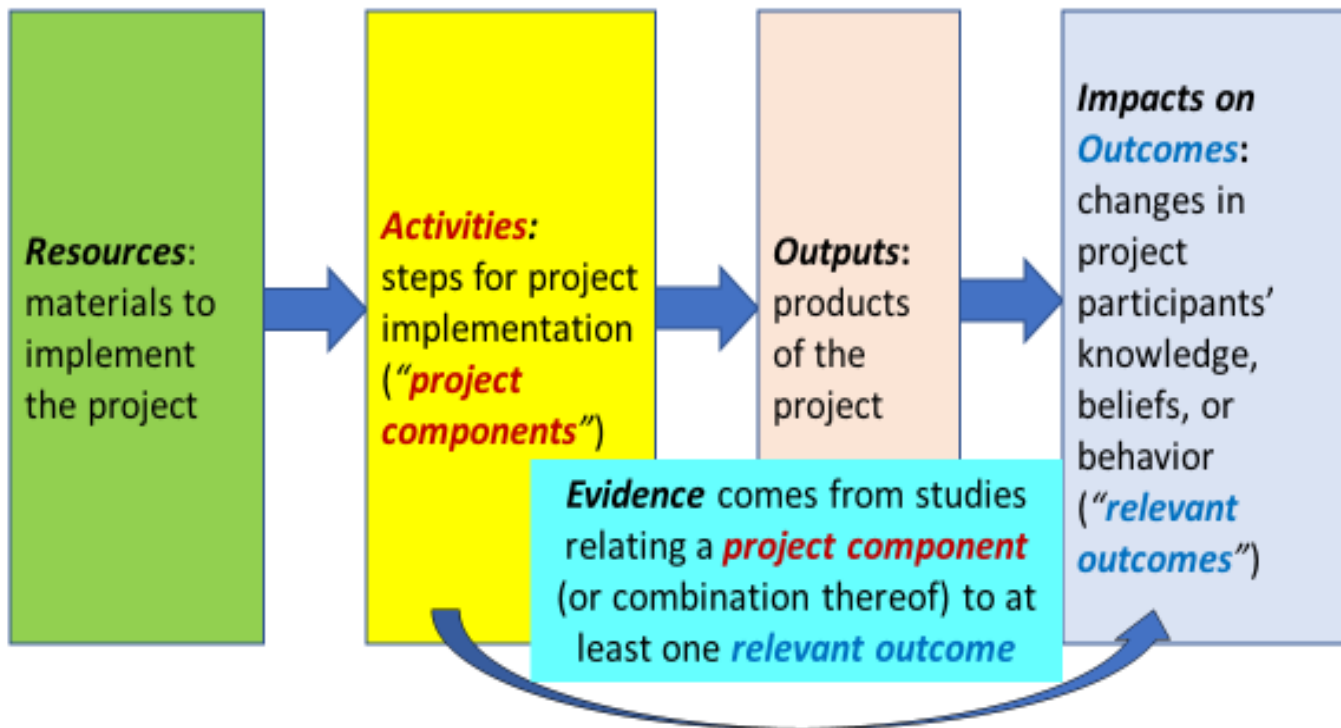
EVIDENCE THAT
DEMONSTRATES A
RATIONALE –
RESOURCES

- *Finding ANY Evidence* → Education Resources Information Center (ERIC):
<https://eric.ed.gov/>
- *Finding Evidence Reviewed by The What Works ClearinghouseTM* (WWC):
 - WWC Homepage:
<https://ies.ed.gov/ncee/wwc/>
 - WWC practice guide:
<https://ies.ed.gov/ncee/wwc/PracticeGuides>
 - WWC intervention reports (postsecondary topics):
<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Postsecondary>
 - WWC reviews of individual studies meeting WWC standards with at least 1 positive finding (postsecondary topics):
<https://ies.ed.gov/ncee/wwc/ReviewedStudies#/FWWFilterId:6,RatingId:99,OnlyStudiesWithPositiveEffects:true,SetNumber:1>

LOGIC MODEL

Elements of a Project Logic Model

(from <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2014025>)



REGIONAL EDUCATIONAL LABORATORY RESOURCES ON LOGIC MODELS

- *Regional Educational Laboratory Program's (REL Pacific) Education Logic Model Application User Guide, available at*
<https://ies.ed.gov/ncee/rel/regions/pacific/pdf/ELMUserGuideJune2014.pdf>
- *Logic Models: A Tool for Effective Program Planning, Collaboration, and Monitoring*
https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014025.pdf
- *Logic Models: A Tool for Designing and Monitoring Program Evaluations*
https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014025.pdf
- *Logic Models for Program Design, Implementation, and Evaluation: Workshop Toolkit*
https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf

QUALITY OF PROJECT DESIGN

Your response to this **section** should include two key components:

1. A logic model; **AND**
2. Narrative discussing the key project component(s) in the logic model and how the study or studies suggest it is likely to have a positive impact.
 - The studies may be similar or the same as the ones used in your response to the selection criteria (Quality of Implementation Strategy)

SELECTION CRITERIA

Quality of implementation strategy (up to 16 points): The extent to which:

1. The implementation strategy for each activity is comprehensive (6 points);
2. The rationale for the implementation strategy for each activity is clearly described and is supported by the results of relevant studies or projects (6 points); and
3. The timetable for each activity is realistic and likely to be attained (4 points).

Quality of key personnel (up to 8 points):

The extent to which:

1. The past experience and training of key professional personnel who are directly related to the stated activity objectives (4 points); and
2. The time commitment of key personnel is realistic (4 points).

SELECTION CRITERIA

Quality of project management plan (up to 10 points):

The extent to which:

1. Procedures for managing the project are likely to ensure efficient and effective project implementation (5 points); and
2. The project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer (5 points).

SELECTION CRITERIA

Quality of evaluation plan (up to 12 points):

The extent to which:

1. The data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan (6 points); and
2. The data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan (6 points).

SELECTION CRITERIA

Budget (Up to 7 points):

The extent to which the proposed costs are necessary and reasonable in relation to the project's objectives and scope.

Include:

- Narrative outlining all important financial components of your grant proposal, which may include, but is not limited to, the:
 - Overall budget for the proposed project;
 - Overall budget for each activity;
 - and
 - Amounts tied to each line item.

(This is not the same as the Budget Narrative that you complete in the SF 524.)

SELECTION
CRITERIA

Ensure that you respond to the entire selection criterion including the main criterion and any sub-criteria.

COMMON CHALLENGES

- Making unsubstantiated statements.
- Inconsistencies between the narrative and the budget.
- Not addressing both the selection criteria and any sub-criteria.
- Assuming that reviewers can read between the lines of your proposal.
- Using incorrect grammar/spelling.

ADVICE

- Ensure you have institutional buy-in from all key players of the grant especially your chancellor or president.
- Follow all instructions completely.
- Respond to the entire selection criterion.
- Ensure that your budget and the activity or activities proposed are aligned.
- Refer to the “Application Checklist” in your application booklet to ensure you complete and/or upload all requested forms.
- Ask questions.
- Submit your application as early as possible!

APPLICATION SUBMISSION

ELECTRONIC SUBMISSION

- Electronic submission of application is required via [Grants.gov](https://www.Grants.gov)
- **Deadline: April 29, 2024; 11:59:59 p.m. Eastern Time**
- Please note that the Grants.gov system does not shut down;
- **HOWEVER**, if your application is submitted after the deadline, it will be marked late and will **NOT** be reviewed.
- Submit your application early to avoid missing the deadline.

ELECTRONIC
SUBMISSION

- Search for the funding opportunity numbers in Grants.gov:
- Alaska Native (84.031N) - ED-GRANTS-022724-001
- Native Hawaiian (84.031W) - ED-GRANTS-022724-002

INDIVIDUAL
DEVELOPMENT
GRANT

RECOMMENDED
PAGE LIMITS

APPLICATION SECTION	RECOMMENDED MAXIMUM PAGES
SELECTION CRITERIA RESPONSE	55
CPP 1 RESPONSE	5
CPP 2 RESPONSE	5
INVITATIONAL PRIORITY 1 RESPONSE	5
INVITATIONAL PRIORITY 2 RESPONSE	5
TOTAL RECOMMENDED MAXIMUM PAGES	75

COOPERATIVE
ARRANGEMENT
DEVELOPMENT
GRANT

RECOMMENDED
PAGE LIMITS

APPLICATION SECTION	RECOMMENDED MAXIMUM PAGES
SELECTION CRITERIA RESPONSE	75
CPP 1 RESPONSE	5
CPP 2 RESPONSE	5
INVITATIONAL PRIORITY 1 RESPONSE	5
INVITATIONAL PRIORITY 2 RESPONSE	5
TOTAL RECOMMENDED MAXIMUM PAGES	95

ANNH
PROGRAM
PROFILE FORM

- Required
- Copy the form in the application booklet and provide responses for ALL requested information.
- Self-certify as meeting the undergraduate enrollment percentages required for Alaska Native or Native Hawaiian students.
- Tie-Breaker Information

**GENERAL EDUCATION
PROVISIONS ACT (GEPA)
SECTION 427**

General Overview of GEPA Section 427

Purpose: To ensure equitable access to, and participation in, Federally-assisted programs for all beneficiaries.

Section 427 highlights, but is not limited to, six barriers that can impede equitable access or participation:

Gender

National origin

Disability

Race

Color

Age

An applicant must determine and define:

- The participants and community to serve
- The local circumstances
- Barriers that may inhibit participation

GEPA Section 427 Standard Form Changes

Original Form

1. One overall general requirement
2. Flexibility to determine and define the barriers to “equitable access” and “equitable participation”
3. Discretion in how to describe plans to address the identified barriers
4. Description may be provided in a separate narrative or in connection with related topics in the application

Updated Form

1. Applicants respond to four questions with specificity
2. Flexibility to determine and define the barriers to “equitable access” and “equitable participation”
3. A timeline for meeting targeted milestones for removing identified barriers



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)



Sample Error Message

SECTIONS:

Notice to All Applicants

Notes

Burden Statement

ED GENERAL EDUCATION PROVISIONS ACT (GEPA) 427 FORM
Version 2.0

OMB Number: 1894-0005
Expiration Date: 06/30/2023

Errors!
Check for Errors revealed the following errors:

- **Notice to All Applicants**
 - Ensure Equitable Access is required: Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
 - Barriers is required: Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries.
 - Steps is required: 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.
 - Timeline is required: What is your timeline, including targeted milestones, for addressing these identified barriers.

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.

Ensure Equitable Access is required: 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?

SAVE

CHECK FOR ERRORS

CLOSE



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.



Sample Grant Program

- **Grant Program Goal:** To provide *grants to alternative high schools, non-profit organizations, and combinations of those institutions* to provide academics and other support services to prepare low-income, first-generation college students, and other underrepresented students for a college education.
- **ED Strong Interest In:** Ensuring *low-income students, first-generation college students, students who are English learners, students with disabilities, homeless students, students who are in foster care, and other disconnected students*, receive the necessary support to assist them in successfully pursuing a college education.
- The slides that follow provide a sample response to each question on the new Section 427 form from a fictitious organization applying for federal funds under the above grant parameters.



Question One – Sample Response

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 a **non-traditional** high school, 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 – Sample Response

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 homelessness 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. **Multilingual counselors will be on site** 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 individuals who will be served.
 - **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.



GEPA Section 427 Resources

- PDF version of Section 427 form and instructions [GEPA 427 - Form Instructions for Application Package \(ed.gov\)](#)
- Computer-based training, [Ensuring Equitable Opportunities Under the GEPA Section 427](#)
- GEPA Section 427 form Frequently Asked Questions (FAQs)
- The Department of Education Equity Action Plan at [ED.gov/equity](#)
- Comments or concerns regarding the status of your individual form may be addressed to Robyn Wood at Robyn.Wood@ed.gov.

REMEMBER!

- Read the application booklet and Notice Inviting Applications in their entirety.
- Respond to all selection criteria (both main criterion and any sub-criterion).
- Only submit applications that focus on allowable activities.
- Upload your application as soon as possible to avoid a late submission.
- Ask questions.
- **CLOSING DATE: April 29, 2024; 11:59:59 P.M. (EASTERN TIME)**

CONTACT INFO
Q&A

CONTACT
INFORMATION

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<http://www2.ed.gov/programs/idadesannh/applicant.html>

THANK YOU!

Q&A
TIME

