

Writing an AANAPISI Grant Application





PURPOSE OF AANAPISI

The overall purpose of these programs is to provide grants and related assistance to AANAPISI to enable such institutions to improve and expand their capacity to serve Asian Americans and Native Americans Pacific Islanders and low-income individuals.

Eligibility

- ▣ All grant applicants for AANAPISI must have applied and received their FY2020 Designation of Eligibility.
- ▣ Deadline for applying is January 31, 2020.
- ▣ Applicants can only receive funding under one Title III Part A or Title V Part program.



Submission of Application

- ❖ Applications must be submitted electronically using Grants.gov.
- ❖ Notice Inviting Applications published in Federal Register on January 28, 2020
- ❖ Applications are due February 27, 2020 at 11:59 pm.
- ❖ Institutions may submit and be awarded one (1) Individual Development Grant.
- ❖ Institutions may submit an Individual Development and Cooperative Arrangement Development Grant.



Eligibility Requirements

To be eligible for a AANAPISI grant, an institution must, among other requirements –

- Be accredited or pre-accredited by a nationally recognized accrediting agency or association;
- 10% Asian American and Native American Pacific Islander student enrollment.
- Have a high enrollment of needy students; and
- Have Educational and General (E&G) expenditures per FTE equivalent undergraduate student that are low in comparison with the average E&G expenditures of similar institutions.



Follow Instructions

- ▣ It is essential that you follow all instructions completely!
- ▣ Read all instructions several times.
- ▣ You are being evaluated solely by what you write in your application, not the great idea that you have.

Page Format!

- ❑ A “page” is 8.5” x 11”, on one side only, with 1” margins at the top, bottom, and both sides.
- ❑ Double space (no more than three lines per vertical inch) all text in the application narrative, except titles, headings, footnotes, quotations, references, captions, and all text in charts, tables, and graphs. These items may be single-spaced. Charts, tables, figures, and graphs in the application narrative count toward the page limit.
- ❑ Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- ❑ Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.



Page Limits

- ▣ Individual Development award: 50 pages
- ▣ Cooperative Arrangement Development award: 65 pages

What's Included in the Page Count?



Only the Program Narrative is included in the page count. Include any attachments or appendices in Other Attachments.

What's Not Included in the Page Count?

- ▣ Application for Federal Assistance & Supplemental Information Form (SF 424)
- ▣ Budget Information – Non-Construction Programs (ED 524)
- ▣ Assurances and Certifications
- ▣ Table of Contents
- ▣ One-page Abstract
- ▣ Resumes
- ▣ Bibliography
- ▣ Letters of Support

General Comments (cont.)

- ▣ Selection Criteria determine the order of the application
 - Your application is not a scavenger hunt where the readers must search for information.
 - Place your information in the proper place and do not depend upon readers to find it elsewhere.



General Comments

- ▣ Quality of the Content is Key
 - Readers' evaluations not based on writing style.
 - Readers are not expecting a great literary work.
 - However, it is essential to write in a clear and understandable fashion.
 - ▣ Do check your grammar and spelling!



General Comments (cont.)

- ▣ Read and follow the guidelines.
- ▣ Address everything that is called for.
- ▣ Leave out unnecessary material.
- ▣ Write clearly.



General Comments (cont.)

- ▣ Use facts and statistics to prove your case.
- ▣ Be sure the facts and figures you use in one section of your application are consistent with those used elsewhere.





Selection Criteria

- Need for the project – 20 points
- Quality of the Project Design – 25 points
- Quality of Project Services – 10 points
- Quality of Project Personnel – 10 points
- Adequacy of resources – 5 points
- Quality of the Management Plan – 15 points
- Quality of the project evaluation – 15 points
- Competitive Preference Priority – 5 points

Total Points: 105



Need for the project (20 points)

- ▣ a. The magnitude of the needs for the services to be provided or the activities to be carried out by the proposed project. (up to 10 points)
- ▣ b. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals. (up to 5 points)
- ▣ c. 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 5 points)



Quality of the Project Design (15 points)

- a. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project and clearly specified and measurable. (up to 10 points)
- b. 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 5 points)

*** Where the Logic Model should go**

Logic Models

- ▣ Can help you plan and monitor program evaluations.
- ▣ Major components of education programs—resources, activities, outputs, and short-, mid-, and long-term outcomes
- ▣ Reveal the relationships among these components.
- ▣ These program components are often the focus of evaluation questions such as these:
 - To what degree were the program resources enough to implement the program effectively?
 - To what degree were the program activities conducted as intended?
 - To what degree were the expected program outputs realized?
 - To what degree did the program achieve its short-, mid-, and long-term outcomes?

Output vs. Outcome

Can you distinguish the outputs from outcomes?

- A third of the faculty reported integrating technology into all their courses within a year of taking the Integration PD training. {Output}
- Retention in the nursing program increased by 3% in the years 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 Asian Pacific Islanders pre-med majors increased by 15% between academic years 2016 and 2018. {Outcome}



Quality of Project Services (10 points)

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. In addition, the Secretary considers: (up to 3 points)

- a. The extent to which services provided by the proposed project are appropriate to the needs to the intended recipients or beneficiaries of those services. (up to 3 points)
- b. The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (up to 4 points)



Quality of Project Personnel (10 points)

In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications from employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers: (up to 3 points)

- a. The qualifications, including relevant training and experience of the project director or principal investigator. (up to 4 points)
- ▣ b. The qualifications, including relevant training and experience of key project personnel. (up to 3 points)

Adequacy of Resources (5 points)

- a. The extent to which the budget is adequate to support the proposed project. (up to 3 points)
- b. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (up to 2 points)

Include your Budget Narrative here





Quality of the Management Plan (15 points)

- a. 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 5 points)
- b. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (up to 5 points)
- c. The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (up to 5 points)



Quality of the Evaluation Plan (15 points)

- a. The extent to which the methods of evaluation are thorough, feasible and appropriate to the goals, objectives and outcomes of the proposed project. (10 points)
- b. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Competitive Preference Priorities

- ▣ ***Competitive Preference Priority #1***
Fostering Knowledge and Promoting the Development of Skills that Prepare Students to be Informed, Thoughtful, and Productive Individuals and Citizens (up to 5 points)
- ▣ ***Competitive Preference Priority #2***
Promoting Science, Technology, Engineering, or Math (STEM) Education, With a Particular Focus on Computer Science (up to 5 points).

Cooperative Arrangement

A **Cooperative Arrangement Development** grant is made to an eligible institution which has a formal agreement to carry out allowable activities with other institution(s) of higher education.

The *lead institution* of a **Cooperative Arrangement Development** grant *must meet all eligibility* requirements of the AANAPISI program. The *Partnering IHEs* do not have to meet the eligibility requirements.

Allowable Activities

1. Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.
2. Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.
3. Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.
4. Curriculum development and academic instruction.
5. Purchase of library books, periodicals, microfilm, and other educational materials.
6. Funds and administrative management, and acquisition of equipment for use in strengthening funds management.
7. Joint use of facilities such as laboratories and libraries.

8. Academic tutoring and counseling programs and student support services.
9. Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.
10. Establishing or improving an endowment fund.
11. Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.
12. Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations

13. Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.

14. Education or counseling services designed to improve the financial and economic literacy of students or the students' families.

ENDOWMENT FUND

Use up

Use up to 20% of grant award per year to fund an endowment activity

Match

Match dollar-for-dollar with non-federal funds before you can draw down Title III funds

Invest

Invest both grant funds and matching funds for 20 years.

- Note: Up to ½ of the interest may be spent during the 20 years.

Unallowable Activities

GRANTEES MAY NOT CARRY OUT THE FOLLOWING ACTIVITIES OR PAY THE FOLLOWING COSTS

- Activities not included in an approved application.
- Activities that are inconsistent with any State plan for higher education.
- Activities or services related to sectarian instruction or religious worship.

UNALLOWABLE ACTIVITIES(cont'd)

- Recruitment unless for hiring positions on the grant.
- Costs of student recruitment such as advertisements, literature, and college fairs.
- Developing or improving non-degree or non-credit courses other than basic skills courses.
- Purchase of standard office equipment not related to the grant.
- 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.
- Activities that are operational in nature rather than developmental in nature.
- Indirect Costs

UNALLOWABLE ACTIVITIES(cont'd)

- Activities that are operational rather than developmental in nature. Meaning no activities that are supplanting the institution's operations.
- “**Supplement**” means to “build upon” or “add to”; “**supplant**” means to “replace” or “take the place of.” Federal law prohibits recipients of federal funds from replacing state, local, or institutional funds with federal funds.

Grants.gov Submission Procedures and Tips for Applicants

- ❑ **REGISTER EARLY** – Grants.gov registration involves many steps including registration on SAM (www.sam.gov) which may take approximately one week to complete. For detailed information on the Registration Steps, please go to: <http://www.grants.gov/web/grants/register.html>
- ❑ **SUBMIT EARLY** – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.
- ❑ **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link.
- ❑ **SUBMISSION PROBLEMS**- If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or <http://www.grants.gov/web/grants/about/contact-us.html>, or access the Grants.gov Self-Service web portal at: <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>

Opportunity Title:	Office of Postsecondary Education (OPE): Asian American
Offering Agency:	U.S. Department of Education
CFDA Number:	84.382
CFDA Description:	Strengthening Minority-Serving Institutions
Opportunity Number:	ED-GRANTS-022216-001
Competition ID:	84-382B2016-1
Opportunity Open Date:	02/22/2016
Opportunity Close Date:	04/22/2016
Agency Contact:	Pearson Owens Senior Program Officer E-mail: pearson.owens@ed.gov Phone: 2024537997

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

Application Filing Name:

Select Forms to Complete

Mandatory

Save

Save & Submit

Check Package for Errors

[Application for Federal Assistance \(SF-424\)](#)

[U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS](#)

[Assurances for Non-Construction Programs \(SF-424B\)](#)

[Grants.gov Lobbying Form](#)

[Disclosure of Lobbying Activities \(SF-LLL\)](#)

[ED GEPA427 Form](#)

[ED SF424 Supplement](#)

[ED Abstract Form](#)

[Project Narrative Attachment Form](#)

[Budget Narrative Attachment Form](#)

[Other Attachments Form](#)

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

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**ASIAN AMERICAN AND NATIVE AMERICAN PACIFIC ISLANDER-
SERVING INSTITUTIONS PROGRAM PROFILE (84.031L)**

INSTRUCTIONS: *ALL applicants must complete these pages. The completed pages must be attached to the “Other Attachments Form” in the application package in Grants.gov (as a .pdf document). DO NOT MODIFY OR AMEND THESE PAGES.*

OPE ID # _____

1. INSTITUTION (Legal Name):

2. Are you applying as a Branch Campus? _____ YES _____ NO

3. ADDRESS (Applicants must indicate the address where the project will be located):

Project Address:

City: _____ State: _____ Zip: _____

4. ENDOWMENT FUND ASSURANCE:

- By checking this box (or placing an “X” beside it)**, an applicant certifies that the institution of higher education proposes to use up to twenty percent (20%) of the Asian American Native American Pacific Islander-serving Institutions Program grant award, made under the authority of Title III, Part A of the Higher Education Act of 1965, as amended, to establish or increase the institution’s endowment fund. The institution agrees to abide by the Department of Education’s regulations governing the Endowment Challenge Grant program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 607. The institution further agrees to raise the required matching funds.

5. DUAL SUBMISSION CERTIFICATION: If an institution applies for more than one grant, it must indicate which grant it wishes to receive if it is selected to receive more than one.

- Native American-Serving Nontribal Institutions (NASNTI) – Title III, Part A (84.031X)
- Strengthening Institutions Program (SIP) – Title III, Part A (84.031A/F)
- Alaska Native-Native Hawaiian (ANNH) – Title III, Part A (84.031N/W)
- Hispanic Serving Institutions Title V (84.031S)
- Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) Program

6. COOPERATIVE ARRANGEMENT FOR PARTICIPATING INSTITUTIONS: The applicant institution must provide for each Participating Institution: Institution Name, DUNS Number, Location (City and State).

7. Tie-Breaker Information

If the selection process ends in a tie and funds are not sufficient to fund all institutions, we will use the information provided here to determine who will receive a grant. In accordance with Section 607.23(b), the Secretary will award additional points based on the information provided here.

TOTAL 2017-2018 FULL-TIME EQUIVALENT (FTE) STUDENTS = _____

A. Total market value of endowment fund at the end of 2017-2018 \$ _____

B. Total expenditures for library materials during 2017-2018 \$ _____

C. Check activities applicant proposes to carry out in application:

a. Faculty development _____

b. Funds and administrative management _____

c. Development and improvement of academic programs _____

- d. Acquisition of equipment for use in strengthening management and academic programs _____
- e. Joint use of facilities _____
- f. Student services _____

8. ASIAN AMERICAN AND NATIVE AMERICAN PACIFIC ISLANDER-SERVING INSTITUTIONS CERTIFICATION:

By checking this box (or placing an “X” beside it), the applicant certifies pursuant to the statutory requirements governing the Asian American and Native American Pacific Islander-Serving Institutions Program, authorized under Title III, Part A, Section 320 of the Higher Education Act of 1965, as amended (HEA) by the Higher Education Opportunity Act of 2008 (HEOA) that:

The named institution of higher education, at the time of application, has an enrollment of undergraduate students that is at least ten percent (10%) Asian American or Native American Pacific Islander. The term “Asian American” means a person having origins in any of the original peoples of the Far East, Southeast Asian, or the Indian subcontinent including, for

Questions?