

## 2016 HEP and CAMP Competition Pre-Application Webinar FAQs

February 23, 2016

**Q1: How many current HEP and CAMP grantees have grants expiring in 2016 and will be eligible to re-apply? Do the additional federal appropriations mean that the Department may be able to make more than 9 HEP awards during this competition?**

**A1:** There are 10 HEP grants and 6 CAMP grants are expiring in 2016. The Department expects to award a minimum of 9 HEP grants and 5 CAMP grants.

**Q2: Where can applicants find the definition of key terms such as "upgraded employment" or "postsecondary education"?**

**A2:** For additional information on program definitions, see the HEP and CAMP policy guidance at: <http://www2.ed.gov/programs/hep/legislation.html>

or

<http://www2.ed.gov/programs/camp/legislation.html>

**Q3: What is SAM certification?**

**A3:** SAM is a grantee and contractor certification system for the federal government. Please see the application package for details.

**Q4: If awarded, when the funds will be available to start a HEP or CAMP project? Do projects start at the beginning of calendar year 2017?**

**A4:** We expect to make awards by July 1, 2016. Projects will begin right away after receiving grant funds.

**Q5: Will priority be given to applications that address one of the invitational priorities?**

**A5:** No. Invitational priorities are merely invitational and do not carry points.

**Q6: Does the application need to include a theoretical model to support new criteria of sound theory? Is a logic model required to demonstrate evidence of promise?**

**A6:** Please see FAQs from Strong Theory and Evidence of Promise Webinar here:

**Q7: Can I use numerical citation in the narrative and the references in the appendix?**

**A7:** It is up to you to determine any citation system you choose to use. However, remember that readers will only read certain sections of the application.

**Q8: Since reviewers will not read the application letters of support, can we refer to them in other sections of the proposal?**

**A8:** Letters of Support are placed in the Appendix. Readers are instructed to not read the Appendix to score the application. You may include a reference to the letter of support in the narrative.

**Q9: How should an applicant indicate they are addressing an invitational priority? Should this be referenced in a separate heading within the narrative?**

**A9:** It is up to the applicant how they choose to structure their application. The applicant may mention it in the abstract or may choose to mention it in the narrative; it does not need to be under a separate section heading or in the appendix.

**Q10: Will the HEP programs be permitted if there is already a HEP program in the same or a nearby County (Area) or there is a project in the same State?**

**A10:** There is no restriction about the number of projects in a certain area; however, in making awards under this grant program, the Secretary may take into consideration the need for geographic distribution of such projects.

**Q11: To what extent should faith and community be engaged, are there specific activities and outcomes you are looking for that are not listed?**

**A12:** No, there are not specific activities that the Office of Migrant Education is looking for. It is up to the applicant to determine how best to engage with these communities.

**Q12: Is there a preference in the reference system? Can I use a number-system reference?**

**A12:** There is no preference for reference system.

**Q13: Are in-state tuition waver by the University considered non-federal funds?**

**A13:** In-state tuition waivers would be considered non-federal funds if they are verifiable from the University's records, are not included as contributions for another Federal award, are necessary and reasonable for accomplishment of project or program objectives, are allowable under the cost principles of the uniform guidance, do not include funds from other Federal awards unless specifically allowed for by statute, are included in the approved budget, and adhere to other requirements of the uniform guidance.

Neither the HEP/CAMP program statute nor regulations require cost sharing or matching. An applicant that proposes non-Federal funds and is awarded a grant must provide those funds for each year that the funds are proposed.

**Q14: Must a non-profit use the facilities of an IHE to operate the project?**

**A14:** Private non-profit organizations (including faith-based organizations) must plan their projects in cooperation with an Institution of Higher Education (IHE) and propose to operate the project with the

facilities of the IHE. Facilities can mean any resources from the IHE, not simply classrooms or building space, as long as the non-profit is operating in cooperation with the IHE.

**Q15: Can section titles be put into chart format and singled spaced?**

**A15:** This is up to you as long as you follow all the format requirements of the competition process.

**Q16: Can the Program Director be listed as a Co-PI on the grant?**

**A16:** Applicants should decide how best to staff their organization. However, remember that you should have proper internal controls and lines of authority.

**Q17: Can training and professional development be fulfilled through university courses (i.e. teacher preparation courses)?**

**A17:** Applicants should decide how best to provide training and professional development in the context of their project.

**Q18: May we utilize our internal Research and Assessment office to gather data and perform the evaluation?**

**A18:** It is up to the applicant to determine how their project will be evaluated.

**Q19: Can you provide more information about what is meant by successfully completing the first year of college for CAMP?**

**A19:** Please see the regulations in the application. For further definition, you may refer to our program guidance: <http://www2.ed.gov/programs/camp/legislation.html>

**Q20: Is there a minimum or maximum number of participants expected for proposals for HEP programs?**

**A20:** No, that is up to you as you address the needs of your project and the design of your activities, among the other selection criteria.

**Q21: If a CAMP program does not meet the targeted number of students in year one, how will this be evaluated by the Department of Education?**

**Q21:** Grantees are expected to make substantial progress for every year of the grant. If a grantee does not make substantial progress in any year they may be required to submit an improvement plan or may not be recommended for continuation.

**Q22: At what point will the grantee be notified if their Interim Report was accepted and they have a continuation award.**

**A22:** Interim performance reports are typically due in January of the first year of the grant. Continuation awards are usually made in May.

**Q23: Are Interim reports due each year or just in Year 1?**

**Q23:** In most cases interim performance reports are required only in the first year for all new grantees. If a grantee is experiencing performance issues, they may be required to submit an interim report in subsequent years.

**Q24: Please verify that the readers will NOT read the appendices. Thank you**

**A24:** Readers will be directed to not read the appendices. They will not use the appendices for scoring the application.

**Q25: Does CAMP student enrollment need to be in the summer for fall semester/beginning of academic year? Or, can some CAMP students be enrolled in January, which would be a mid-academic year enrollment?**

**A25:** CAMP students may enter the project at any term, given that they meet all eligibility requirements.

**Q26: Is the indirect rate applicable to nonprofit organizations also capped at 8%?**

**A26:** Yes.

**Q27: Are SAT waivers allowed to be covered with grant funds?**

**A27:** Using CAMP funds to pay SAT fees for prospective CAMP students is not an allowable cost, since CAMP funds may only be used to provide financial support to current CAMP students. CAMP funds may be used to assist their students in meeting the projects objectives and succeeding in an academic program of study at an IHE, CAMP projects may use CAMP funds to—

- Provide the forms of financial assistance identified in section 206.10(b)(2)(iii) (e.g., scholarships, stipends) directly to CAMP students where doing so (1) is necessary to ensure their participation in the CAMP project; and (2) does not detract, because of the amount, from the basic educational services the project provides. See section 206.10(c).
- For such CAMP-supported financial assistance to be reasonable and necessary, a grantee would need to determine that the assistance is unavailable from the IHE or through regular forms of student financial assistance, i.e., where these other sources of assistance are not available.
- Provide CAMP students with housing support (see 34 CFR 206.10(b)(2)(iv)), which would constitute support for students' housing and food needs beyond "room and board" in IHE housing facilities (which is part of the allowable financial assistance listed in section 206.10(b)(2)(iii)).

Given the cost of financial assistance per student, and the impact that using CAMP funds for financial assistance will have on the amount of CAMP funds a project has available for the educational and supportive services for all participants, grantees need to help CAMP students obtain other available sources of financial assistance before they consider using CAMP funds for this purpose.

**Q28: Can second year services include travel (as long as it doesn't go over 10% of total budget for year two)?**

A28: It depends, please review the definition of follow up services in the program guidance at <http://www2.ed.gov/programs/camp/legislation.html>

**Q29: To what degree of flexibility is in the budget? For example, can you move travel funds to training stipends, if needed?**

A29: Please review the regulations and guidance references in the Application for explicit information on budgeting. Funds budgeted for Training Stipends may not be moved to another category without Department permission.

**Q30: For the GEPA, is there a limit on pages? Is GEPA double or single spaced?**

A30: Please see instructions for the GEPA form in the application instructions.

**Q31: Can the applicant choose to include cover pages in the appendices if they remain within the 20 page maximum?**

A31: Yes.

**Q32: Can multiple factors (questions) be answered together within the same section? Can we group the questions and respond to all?**

A32: It is up to applicants to decide how to organize their project narrative. However, remember that readers will not read information that not in the corresponding selection criteria section.

**Q33: We are considering 120 participants. Can we enroll more, 135 for example, to plan for attrition?**

**A33:** That is up to you as a part of planning; however, please note that overserving may affect your GPRA performance target results.

**Q34: Please confirm if a human subjects exempt or nonexempt narrative is required.**

A34: Please review the Instructions for U.S. Department of Education Supplemental Information for the SF-424 in the application package. Applicants should check "No" in Box 3a if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

**Q35: Can minimum qualifications can be included as part of the required Job Descriptions? Or are Resumes, Job Descriptions and Minimum Qualifications three separate documents for each position?**

**A35:** You may combine them.

**Q36: Is the bibliography an important criterion to score? I am concern about the space in the project narrative**

**A36:** It is up to you how you organize your project narrative; however the bibliography is not a part of the selection criteria.

**Q37: What constitutes upgraded employment?**

**A37:** The regulations state in 34 CFR 206.10(b)(iii)(B) that HEP projects may deliver placement services designed to place students in a university, college, or junior college program (including preparation for college entrance examinations), or in military services or career positions. Consistent with the goal of placing students, as an option, in career positions, HEP projects may report students who have obtained "upgraded employment" as a qualifying placement for purposes of the HEP GPRA 2 measure. According to the HEP APR definitions, for a student to have attained upgraded employment, the student must have done at least one of the following:

- 1) Moved to a job that is both full-time and salaried, compared to job immediately prior to and/or during instructional services. This may be a job change with the same employer or a job with a new employer. OR
- 2) Moved to a job with increased benefits, such as healthcare, worker's compensation, unemployment insurance, social security, and vacation and sick leave, compared to job immediately prior to and/or during instructional services. This may be a job change with the same employer or a job with a new employer. OR
- 3) Obtained a position upgrade with same employer, such as a move to a supervisory position, compared to job at that employer immediately prior to and/or during instructional services. OR
- 4) Moved to a new job with predefined career ladder, regardless of wage change (e.g. management trainee, formal apprenticeship), compared to career ladder options at job immediately prior to and/or during instructional services. This may be a job change with the same employer or a job with a new employer. OR
- 5) Moved to a job with higher hourly wages compared to hourly wages at job immediately prior to and/or during instructional services. This may be a job change with the same employer or a job with a new employer. This category also accounts for students who obtain a job where they previously had been unemployed.

Please see the HEP and CAMP non-regulatory Services Guidance for more information:  
<http://www2.ed.gov/programs/hep/nrg-services.pdf>

**Q38: How is "entering postsecondary education" defined? Do students have to complete a certain number of credits?**

**A38:** The HEP APR states that for a student to be counted as placed in a postsecondary education or training program for the purposes of meeting the performance measure for HEP recipients of the HSE to enter postsecondary education or training programs, upgraded employment, or the military (GPRA 2), the student must enter at least one of the following programs:

- 1) A postsecondary education program at an IHE designed to ultimately attain an A.A., B.A., B.S. or other degree. OR
- 2) An industry-recognized postsecondary vocational or career and technical education program, designed to attain a credential, certificate, or degree that would assist one in obtaining upgraded employment.

Please see the HEP and CAMP non-regulatory Services Guidance for more information:  
<http://www2.ed.gov/programs/hep/nrg-services.pdf>

**Q39: What is the average cost per student for HEP?**

**A39:** In FY 2014 the average cost per student served, based on the total number enrolled and the total budget for each project was \$3,600.

**Q40: Does the first interim report overlap with the first annual report?**

**A40:** The interim report covers a subset of the period of time covered by the first annual report. The interim annual performance report (APR) covers from July 1 to December 31, while the full APR covers from July 1 to June 30 of the same budget period.

**Q41: What is the average number of HEP participants funded?**

**A41:** 116 annually

**Q42: What is the range of proposed numbers served for HEP?**

**A42:** From 36 to 400 annually.

**Q43: What is the average number of CAMP participants funded?**

**A43:** 44 annually

**Q44: What is the range of proposed numbers served for CAMP?**

**A44:** From 25 to 80 annually

**Q45: How are sections 1(ii) and 1(iii) of the narrative different, and can they both be addressed with one table that includes the following headers: Identified Needs, Gaps and Barriers and Services Provided?**

**A45:** Applicants should present the information in whatever way best fits their project. Remember that readers will not review or award points for responses to a given selection criteria that is in any other

section of the application or appendices. It is up to the applicant to interpret the meaning of each individual selection criteria sub-factor.