



OFFICE OF POSTSECONDARY EDUCATION

FY 2020 TITLE III, PART A, ALASKA NATIVE AND NATIVE HAWAIIAN (ANNH)-SERVING INSTITUTIONS PROGRAM GRANT COMPETITIONS

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AGENDA

1. Highlights
2. Important Dates
3. Purpose
4. Eligibility Requirements
5. Who May Apply
6. Award Information
7. Allowable and Unallowable Activities
8. Selection Criteria and Competitive Preference Priority
9. Application Submission
10. Contact Info/Q&A Session

HIGHLIGHTS

Part A (5-year awards)

- Catalog of Federal Domestic Assistance (CFDA) Numbers
84.03 IN (Alaska Native) and 84.03 IW (Native Hawaiian)
- One Competitive Preference Priority (optional)
- Quality of Project Design selection criterion

IMPORTANT DATES

- Designation as an Eligible Institution: Opening of the eligibility and waiver request period published in the Federal Register on December 16, 2019.
 - Application deadline: January 31, 2020
- Notice Inviting Applications (NIA) for the ANNH, Part A Program Competition was published in the Federal Register on January 30, 2020
 - **Application deadline: March 16, 2020; 11:59:59 p.m. Eastern Time**

PURPOSE

PURPOSE OF ANNH PROGRAM

The Alaska Native and Native Hawaiian-Serving Institutions (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.

PROGRAM AUTHORITY

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

ELIGIBILITY

The Notice Inviting Applications published in the [Federal Register](#) is your official guide for submitting an application.

ELIGIBILITY REQUIREMENTS

- All applicants for the ANNH program must have applied for and received their FY 2020 Designation as an Eligible Institution.
- Contacts:
 - Mr. Christopher Smith – Christopher.Smith@ed.gov
 - Dr. Jason Cottrell – Jason.Cottrell@ed.gov

ANNH-SPECIFIC ELIGIBILITY 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 APPLY?

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WHO MAY APPLY?

- **Individual Development Grant**

- An eligible institution of higher education (IHE) that does not currently have an active Title III grant and/or;
- An eligible IHE whose current Title III grant ends on 9/30/2020.
 - Including a no-cost extension year.

- **Cooperative Development Grant**

- Any eligible ANNH(s) in cooperation with one or more IHE;
- A current ANNH grantee that has an individual and/or a cooperative grant;
- An eligible IHE that does not currently have an active Title III grant and/or;
- An eligible lead IHE whose current Title III, Part A cooperative grant ends on 9/30/2020.
 - Including a no-cost extension year.

WHO MAY APPLY?

- An eligible institution may only receive one individual development grant.
- An eligible institution may only be the lead for one cooperative arrangement development grant.
- An eligible institution may concurrently hold one individual development grant and be the lead on one cooperative arrangement development grant.
- An institution may be a partner on multiple Part A cooperative grants.
 - The partner does not need to be an eligible institution

PART A COMPETITION (84.03 IN & 84.03 IW)

CURRENT PART A GRANTEES

Grant End Dates	Individual Development Grant	Cooperative Arrangement Development Grant (Lead)	Cooperative Arrangement Development Grant (Partner(s)) – only the lead institution applies for the grant.
Grant ends 9/30/2020	Yes	Yes The lead must be deemed an eligible institution.	Yes. The partner is not required to meet eligibility requirements.
Grant ends on 9/30/2020 AND a no-cost extension has been requested	Yes	Yes The lead must be deemed an eligible institution.	Yes The partner is not required to meet eligibility requirements.
Grant ends on 9/30/2021	No You may not apply for an individual development grant under Part A.	Yes (with conditions) Only if you are NOT a currently a lead for a coop. If you are currently a lead for a coop, then you may not apply as a lead for a second coop under Part A.	Yes You may be a partner on one or more coops. The partner institution is not required to meet eligibility requirements. The lead institution will submit the application.

AWARD INFORMATION

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PART A – AWARD INFORMATION

84.03 IN & 84.03 IW

Individual Development Grant

- Five-year award
- Estimated # of awards: 27
- Estimated Range of Awards
 - \$400,000 - \$450,000
- Estimated Average Size of Awards
 - \$425,000
- Maximum Award (single budget period – 12 months)
 - \$450,000

Cooperative Arrangement Development Grant

- Five-year award
- Estimated # of awards: 3
- Estimated Range of Awards
 - \$450,000 - \$500,000
- Estimated Average Size of Awards
 - \$475,000
- Maximum Award (single budget period – 12 months)
 - \$500,000

COOPERATIVE ARRANGEMENTS

- Partnership between two or more institutions is required.
 - Lead institution must be deemed an ANNH eligible institution.
- The partners must demonstrate collaboration.
- The arrangement should enhance the effectiveness and impact of the activities.
- The project should reduce costs by eliminating duplication.

COOPERATIVE ARRANGEMENTS

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

ALLOWABLE ACTIVITIES AND UNALLOWABLE ACTIVITIES

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PART A – STATUTE

- Allowable Activities
 - Higher Education Act of 1965, as amended
Section 317
- Unallowable Activities
 - Title 34 Code of Federal Regulations §607.10(c)

ALLOWABLE ACTIVITIES PART A

- Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes
- Renovation, and improvement of classrooms, libraries, laboratories, and other instructional facilities
- Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in their field of instruction
- Curriculum development and academic instruction
- 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; and
- 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

- Grant funds should **SUPPLEMENT** and not **SUPPLANT!**
- The grant funds should enhance the institution's funds and not replace them.

UNALLOWABLE ACTIVITIES PART A

- 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 relate to sectarian instruction or religious worship.
- Activities that are operational in nature rather than developmental in nature.

UNALLOWABLE ACTIVITIES PART A

- Advertising & public relations costs.
- Purchase of standard office equipment.
- Services to high school students.
- Indirect costs.
- Activities that are operational in nature rather than developmental.
- Executive lobbying costs.
- Activities that are not included in the approved application.
- Cost of organized fundraising.
- Payment of any portion of the salary of a college/university official who has campus-wide responsibility.
- Activities or services that relate to sectarian instruction or religious worship.
- Developing or improving non-degree or non-credit courses other than basic skills development courses.
- Developing or improving community-based or community services programs

SELECTION CRITERIA & COMPETITIVE PREFERENCE PRIORITY

SELECTION CRITERIA

Criterion	Maximum Points
Quality of Comprehensive Development Plan	20
Quality of Activity Objectives	15
Quality of Project Design	10
Quality of Implementation Strategy	18
Quality of Key Personnel	8
Quality of Project Management Plan	10
Quality of Evaluation Plan	12
Quality of Budget	7
Total Maximum Points	100

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QUALITY OF COMPREHENSIVE DEVELOPMENT PLAN

Maximum: 20 points

- Are the institutional strengths and challenges clearly and comprehensively analyzed? Did the analysis involve the institution's major constituencies?
- Are the goals realistic and well-planned?
- Are the objectives measurable and related to institutional goals and will they contribute to the institution's growth and self-sufficiency?
- What is the plan to institutionalize project achievements?

QUALITY OF ACTIVITY OBJECTIVES

Maximum: **15 points**

- Are the objectives for each activity realistic and defined in terms of measurable results?
- Are the objectives for each activity directly related to concerns/challenges and goals identified in the CDP?

Unrealistic goal: There will be a 90% retention in the nursing program in the first year

Realistic goal: Retention for Nursing Program students will increase by 5% from Fall 2019 to Fall 2020.

QUALITY OF PROJECT DESIGN

Maximum: 10 points

In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project demonstrates a rationale (as defined in the notice).

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:
 - 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
 - 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

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.

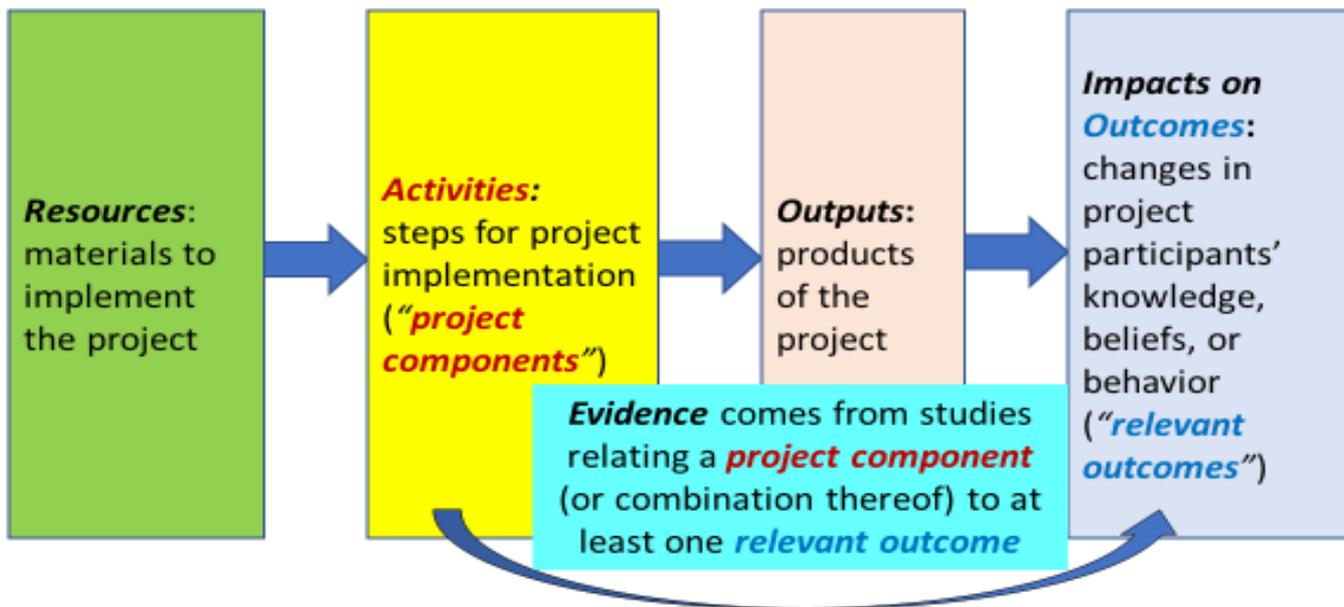
EVIDENCE THAT DEMONSTRATES A RATIONALE

- *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>)



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REGIONAL EDUCATIONAL LABORATORY 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>

QUALITY OF PROJECT DESIGN

- Your response to this section will include:
 - A logic model
 - Narrative discussing the key project component(s) in the logic model and how the study(ies) suggest it is likely to have a positive impact.

QUALITY OF IMPLEMENTATION STRATEGY

Maximum: 18 points

- Is the strategy comprehensive?
- Is the rationale for the implementation strategy clear and supported by research for each activity?
- Are activity timetables realistic?

QUALITY OF KEY PERSONNEL

Maximum: **8 points**

- If creating new positions (project director, etc.), what are the qualifications?
- Is the past experience and training of key personnel directly related to the activity objectives?
- Are the key personnel time commitments realistic?

QUALITY OF PROJECT MANAGEMENT PLAN

Maximum: 10 points

- Are the procedures for managing the project likely to ensure effective and efficient project implementation?
- Are key personnel afforded sufficient authority to conduct the project effectively, including access to the Chancellor, President or CEO?

QUALITY OF EVALUATION PLAN

(Maximum: 12 points)

- Are the data elements and collection procedures clearly described and appropriate to measure project outcomes?
- Are the data analysis procedures clearly described and are they likely to produce formative and summative results?
 - **Formative** – provide data (qualitative or quantitative) in order to improve implementation of the activity.
 - **Summative** – provide data (qualitative or quantitative) on the results of implementing the activity.

QUALITY OF BUDGET

Maximum: 7 points

- Are the costs allowable, necessary and reasonable?

The budget includes:

- Summary budget for each activity;
- Detailed budget for each activity; and
- Overall summary budget for the project.

The budget is used:

- By the reader throughout the review of the application; and
- By the Program Office to review allowable and reasonable costs – funds can be reduced.

COMPETITIVE PREFERENCE PRIORITY

Fostering knowledge and promoting the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens.

- Projects that are designed to address supporting instruction in personal financial literacy, knowledge of markets and economics, knowledge of higher education financing and repayment (e.g., college savings and student loans), or other skills aimed at building personal financial understanding and responsibility.
 - Optional response
 - 3 additional pages to address priority
 - Up to 3 additional points

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APPLICATION SUBMISSION

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ELECTRONIC SUBMISSION

Electronic submission is required via

www.grants.gov

Deadline: March 16, 2020; 11:59:59 p.m. Eastern Time

Please note that the system does not shut down. If your application is submitted after the deadline, it will be marked late and will NOT be read.

Submit your application early to avoid missing the deadline.

ELECTRONIC SUBMISSION

Search by funding opportunities numbers:

ED-GRANTS-013020-001; Title III, Part A - Alaska Native (84.03 IN)

ED-GRANTS-013020-002; Title III, Part A - Native Hawaiian (84.03 IW)

INDIVIDUAL DEVELOPMENT GRANT RECOMMENDED PAGE LIMITS

Application Section	Recommended Max. Pages
Selection Criteria (Individual)	50
Competitive Preference Priority (Optional)	3
Recommended maximum pages:	53

COOPERATIVE ARRANGEMENT DEVELOPMENT GRANT

RECOMMENDED PAGE LIMITS

Application Section	Recommended Max. Pages
Selection Criteria (Coop)	65
Competitive Preference Priority (Optional)	3
Recommended maximum pages:	68

PAGE LIMIT RECOMMENDATIONS

- **Applies to:**
 - All of the application narrative.
 - Responses to selection criteria and CPP.
- **Does not apply to the:**
 - Cover sheet.
 - Budget section.
 - Narrative budget justification.
 - Assurances and certifications.
 - One-page abstract.
 - Bibliography

INDIVIDUAL & COOP MAXIMUM POINTS

Application Section	Maximum Points
Selection Criteria (Individual)	100
Competitive Preference Priority (Optional)	3
Maximum possible points:	103

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ANNH PROGRAM PROFILE FORM

- Mandatory
- Applicants will re-create 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

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COMMON CHALLENGES

- Unsubstantiated statements.
- Inconsistencies between the narrative and the budget.
- Not addressing all components within any single criterion.
 - Note each sub-criterion. Address each one separately.
- Do not assume the reviewers can read between the lines of your proposal. Provide detailed, comprehensive responses.
- Grammar/spelling.

ADVICE

- Ensure you have institutional buy-in.
- Follow all instructions completely.
 - If you still have questions, please contact me.
- Refer to the “Application Checklist” in your application booklet to ensure you complete and/or upload requested forms.
- Submit your application as early as possible!

CONTACT INFO Q&A

CONTACT INFORMATION

ANNH Program Lead

Robyn Wood

Email: Robyn.Wood@ed.gov

Phone: 202-453-7744

ANNH Website

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

Thank you for your interest in applying
for the ANNH Program.

Q&A