



**OFFICE OF POSTSECONDARY EDUCATION  
Strengthening Institutions Division**

***FY 2016 Title III, Part F, Native American-Serving NonTribal  
Institutions (NASNTI) Program Grant Competition  
CFDA # 84.382C***

***Don Crews, Strengthening Institutions Division  
Jonathan Jacobson, Institute of Education Sciences***

# Agenda

1. Important Updates
2. Purpose
3. Eligibility Requirements
4. Award Types
5. Selection Criteria
6. Activities
7. Priorities
8. Important Dates
9. Application Submission
10. Advice
11. Contact Information/Q&A Session

# Important Updates

- OGC has discovered that there is no basis for not allowing a grantee with a current Title III, subpart F grant to receive another Title III, subpart F grant under the same or different program.
- White House Initiative on American Indian and Alaska Native Education published October 2015 “School Environment Listening Sessions – Final Report.”

<http://sites.ed.gov/whiaiane/files/2015/12/81326-SchoolEnvir.-394-260.pdf>



# PURPOSE

Office of Postsecondary Education

The Notice published in the Federal Register on March 2, 2015 (81 FR 10846) is your official guide for submitting an application.

# Purpose of NASNTI Grant

Provide assistance to Native American Serving, nonTribal institutions of higher education to improve and expand their capacity to serve Natives Americans and low income individuals.

*(Sec. 371 of the Higher Education Act of 1965 as amended).*



# ELIGIBILITY REQUIREMENTS

Office of Postsecondary Education

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# Who May Apply

- An eligible institution of higher education that meets the eligibility requirements.
  - Designated as an eligible institution.
  - Meets the undergraduate enrollment percentage.

# Eligibility Requirements

- All applicants for the NASNTI program must have applied for and received their FY 2016 Designation as an Eligible Institution.  
(<http://opeweb.ed.gov/title3and5/>)
- Eligibility Deadline for Submission of Waivers: January 4, 2016

# Eligibility Requirements

- To apply for an NASNTI grant, an institution must also meet a specific undergraduate enrollment percentage:
  - 10 percent Native American students



# AWARD TYPES

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# Award Types

- Individual Development Grants
  - Maximum Award
    - \$350,000 per 12 month budget period: October 1 – September 30.
  - Estimated Range of Awards
    - \$300,000 - \$350,000 per 12 month budget period: October 1 – September 30.
  - Estimated Number of Awards
    - *11 awards.*

Your application will be **REJECTED** if the proposed budget exceeds the maximum award amount for a single budget period of 12 months.

# Individual Development Grant

- Application indicates the institution will create efforts to address challenges identified as the need for the project.
  - Designs specific strategies
  - Describes how it will implement one or more activities
  - Proposes activities that are not necessarily related to each other
  - Specifies each activity's expected outputs and outcomes.



# SELECTION CRITERIA

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# Selection Criteria

- Selection criteria determine the order of the application:
  - Do not expect readers to recall information from previous sections or to adjust their score if missing information is discovered later.
- Quality of the content is key:
  - Writing skills will not be scored; however correct grammar usage and spelling are important.

# Selection Criteria

Seven selection criteria with maximum scores:

1.	Need for the Project	25
2.	Quality of the Project Design	20
3.	Quality of Project Services	10
4.	Quality of Project Personnel	10
5.	Adequacy of Resources	5
6.	Quality of the Management Plan	15
7.	Quality of the Project Evaluation	15
	<b>Total possible points</b>	<b>100</b>

An applicant could score a maximum of **103** points if addressing the competitive preference priorities.

# Selection Criteria

## Need for project

(Total: **25 points**)

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

# Selection Criteria

## Quality of the Project Design

(Total: **20 points**)

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

# Selection Criteria

## Quality of Project Services

(Total: **10 points**)

...Consider 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 extent to which services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of these services. (5 points)
- The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (5 points)

# Selection Criteria

## Quality of Project Personnel (Total: 10 points)

Consider the quality of the personnel who will carryout the proposed project. Consider the extent to which the applicant encourages applications for 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 qualifications, including relevant training of the project director or principal investigator. (5 points)
- The qualifications, including relevant training and experience of key project personnel. (5 points)

# Selection Criteria

## Adequacy of Resources (Total: 5 points)

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

# Selection Criteria

## Quality of the Management Plan (Total: 15 points)

- 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. (10 points)
- The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (2.5 points)
- The adequacy of mechanisms for ensuring high quality products and services from the proposed project. (2.5 points)

# Selection Criteria

## Quality of Project Evaluation (Total: 15 points)

- The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)
- The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (5 points)
- The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

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.



# ACTIVITIES

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# Allowable and Unallowable Activities

- Allowable Activities
  - Higher Education Act of 1965, as amended Section 371
    - <https://www.law.cornell.edu/uscode/text/20/1067g>
- Unallowable Activities
  - Title 34 Code of Federal Regulations §607.10(c)
    - <https://www.law.cornell.edu/cfr/text/34/607.10>

# Allowable and Unallowable Activities

- This program provides grant funding to: plan, develop, undertake, and carry out activities to improve and expand an institutions' capacity to serve Native Americans, which may include—

# Allowable Activities (Part F)

- 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

# Examples of Funded Activities

- Renovation of undergraduate research center
- Purchase of scientific equipment for study of physics, anthropology, and archaeology – geoscience laboratory
- Native American indigenous studies. Curriculum Development
- Stem Career Advising
- Alutiiq Studies & Student Support
- Establishing learning communities
- Improvement of student facilities
- Distance Learning
- Increasing academic achievement
- Course development
- Course Review Management Systems – Quality Matters
- Increase research dollars
- Data driven mining, matrix, decision making – Banner, PeopleSoft, Jenzabar
- Student, faculty, advising collaborative
- Student Transfer Agreement Building
- Improving the infrastructure for internet access

# Unallowable Activities

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

# Unallowable Activities (continued)

- 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 (continued)

- 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.
- 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.



# Priorities

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# Priorities

- **Absolute Priority – MANDATORY RESPONSE** – Three additional pages
  - You **MUST** address this priority, or your application will not be read!
- **Competitive Preference Priority #1** – Evidence of Promise – Three additional pages for narrative.
  - Optional response
  - Address relevance of study to proposed activity
  - One additional point
- **Competitive Preference Priority #2** – Moderate Evidence of Effectiveness – Three additional pages for narrative.
  - Optional response
  - Address relevance of study to proposed activity
  - Three additional points
  - **You may only address ONE CPP!**
- **Invitational Priority** – Two additional pages for narrative.
  - No additional points.
- You must include a separate heading for each priority you address.

# Absolute Priority

- Projects that support high-need students, which are designed to improve their academic outcomes; learning environments or both.
  - High-need students;
  - Students with disabilities;
  - English learners;
  - Disconnected youth or migrant youth;
  - Low-skilled adults;
  - Students who are members of federally recognized Indian tribes.
- **Mandatory response**
- No additional points
- Three additional pages

# Competitive Preference Priority #1

- Applications supported by evidence of effectiveness that meets the conditions set out in the definition of “evidence of promise.”
  - One additional point
  - Optional
  - Three additional pages

# Competitive Preference Priority #2

- Applications supported by evidence of effectiveness that meets the conditions set out in the definition of “moderate evidence of effectiveness.”
  - Applicants that apply under CPP 2, but do not meet the moderate evidence of effectiveness standard may still be considered under CPP 1 (Evidence of Promise)
    - Three additional points
    - Optional
    - Three additional pages

# Competitive Preference Priorities

- PDF of studies should be uploaded to the “Other Attachments” section of Grants.gov.
- If you address CPP 1, title your document:  
“Competitive Preference Priority 1: Evidence of Promise”
- If you address CPP 2, title your document:  
“Competitive Preference Priority 2: Moderate Evidence of Effectiveness”
- You may submit a **maximum of two studies** for the CPP you choose.

# **Introduction to Evidence Definitions for ED Grant Competitions**

**Jonathan Jacobson, Ph.D., Senior Research Scientist  
National Center for Education Evaluation  
and Regional Assistance  
Institute of Education Sciences  
U. S. Department of Education**

# Overview of Presentation

- **Why Care About Evidence?**
- **The *What Works Clearinghouse*<sup>TM</sup>**
- **Strong Theory and Logic Models**
- **Evidence of Promise**
- **Evidence of Effectiveness**

# Why Care About Evidence?

- *“I like the **scientific spirit**—the holding off, the being sure but not too sure, the willingness to surrender ideas when the **evidence** is against them: this is ultimately fine—it always keeps the way beyond open—always gives life, thought, affection, the whole man, a chance to try over again after a mistake—after a wrong guess.”*  
(Walt Whitman)
- The U.S. Department of Education and its grantees are placing an increasing emphasis on *using* and *building **empirical evidence*** of the **effectiveness** of education **interventions** (programs, policies, and practices).

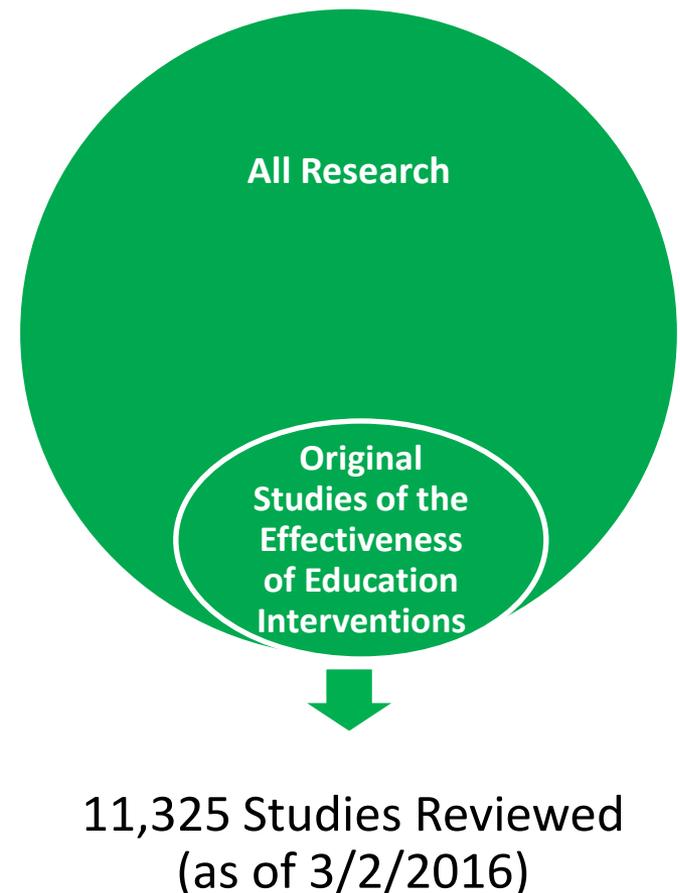
# Where Do You Go to Find Evidence to Support Education Decisions?

1. Self-reliance (own knowledge and experience)
2. Colleagues, peers, program administrators
3. Professional associations
4. Academic or non-academic researchers
5. Online news stories, blogs, journals (some behind paywalls), etc.



# ED's What Works Clearinghouse™

- The WWC is an initiative of ED's Institute of Education Sciences (IES)
- The WWC reviews, rates, and summarizes **original** studies of the **effectiveness** of education interventions
- The WWC does **not** rate
  - ❖ Qualitative studies
  - ❖ Descriptive studies
  - ❖ Re-analysis or synthesis of others' data



# WWC Evidence Standards

- Developed by panels of national experts for different types of *effectiveness* studies
- Focus on *internal validity* of estimates (whether an estimated impact is valid or likely to be biased)
- Applied by teams of *certified reviewers* to give studies one of three ratings



# Notes About WWC Evidence Ratings

1. “Meets standards, etc.” is applied to study *findings*, NOT the intervention itself.
2. The study as a whole receives the rating of the *highest-rated finding* reviewed by the WWC, which may be different from the finding relevant for your project.
3. A high study rating is **not** the WWC’s endorsement of an intervention or a determination that *either* an intervention *or* a finding is **relevant** for your project!
4. The **sign**, **size**, and **statistical significance** of the estimated effect are reported by the WWC but do **not** affect the WWC study rating, so a study rating of “Meets WWC Standards” does **not** mean that the intervention is effective.
5. Study ratings can change when [WWC standards](#) are updated, so some study ratings listed in the [WWC Reviewed Studies Database](#) are out of date.

# Strong Theory and Logic Models

(Education Department General Administrative Regulations,  
Title 34 of Code of Federal Regulations, Part 77)

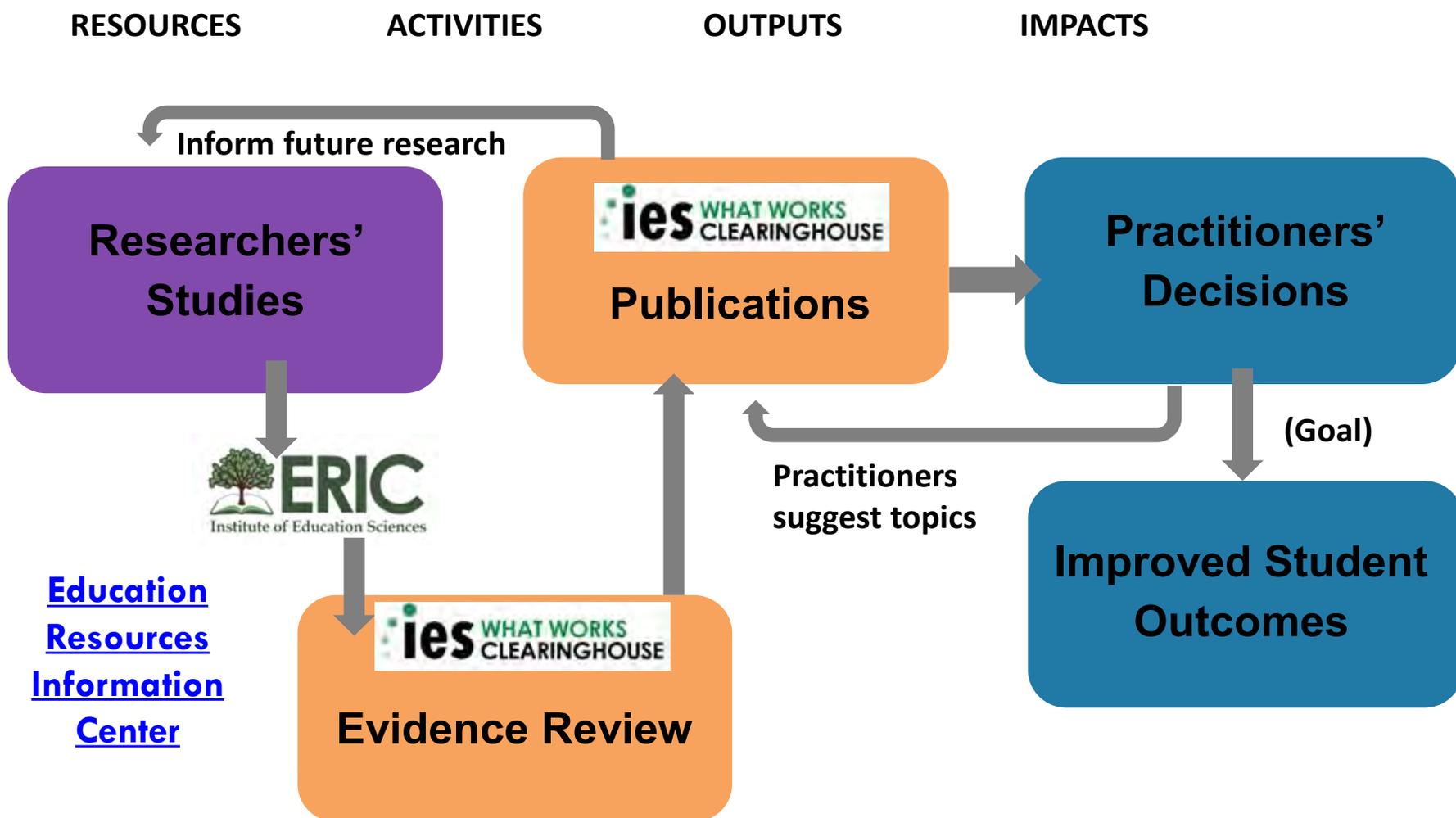
- Distinguish *strong theory* from *evidence*
- *Strong theory* means “a rationale for the proposed process, product, strategy, or practice that includes a *logic model*.”
- A *logic model* (aka a *theory of action*) means a well-specified conceptual framework that:
  - identifies **key components** of the proposed process, product, strategy, or practice;
  - describes the **relationships** among the key components and **outcomes**.

# Components of a Program Logic Model

(from [http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL\\_2014025.pdf](http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014025.pdf))

- 1. Resources:** materials to implement the program
- 2. Activities:** steps for program implementation
- 3. Outputs:** products of the program
- 4. Impacts on Outcomes:** changes in program participants' knowledge, beliefs, or behavior

# Logic Model to Describe What the *What Works Clearinghouse*<sup>TM</sup> Does



# Evidence Levels in EDGAR

(Title 34 of Code of Federal Regulations, Part 77)

- **Evidence** goes beyond **theory** by having an **empirical basis** that a program works
- **EDGAR** distinguishes three levels of evidence:
  - ***Evidence of Promise***
  - ***Moderate Evidence of Effectiveness***
  - ***Strong Evidence of Effectiveness***

# Evidence of Promise

(NOT DEFINED BY THE WWC, but in Title 34 of Code of Federal Regulations, Part 77)

***Evidence of Promise*** is “**empirical evidence** to support the theoretical linkage(s) between at least one **critical component** and at least one **relevant outcome** presented in the **logic model** for the proposed process, product, strategy, or practice.”

This must include one study that is either a—

1. ***Correlational study*** with statistical controls for selection bias;
2. ***Quasi-experimental design (QED)*** study that meets WWC Evidence Standards with reservations; or
3. ***Randomized controlled trial (RCT)*** that meets the WWC Evidence Standards with *or* without reservations.

# Evidence of Promise (continued)

*In addition,* the study must have “found a **statistically significant or substantively important\*** favorable **association** between at least one **critical component** and one **relevant outcome** presented in the *logic model* for the proposed process, product, strategy, or practice.”

\* = a **difference** of 0.25 standard deviations or larger

# “Correlational study with statistical controls”

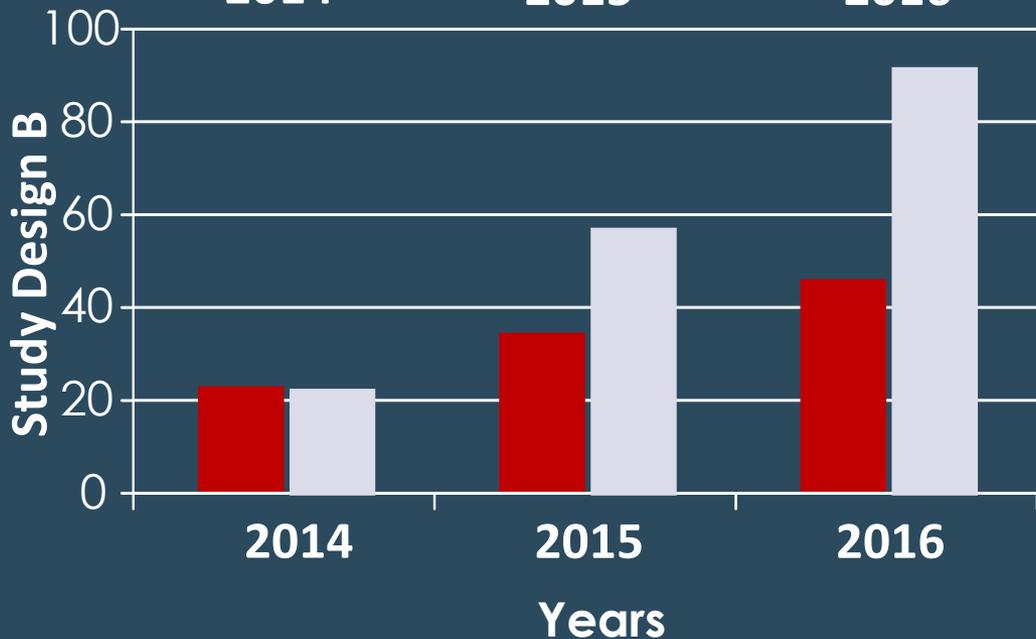
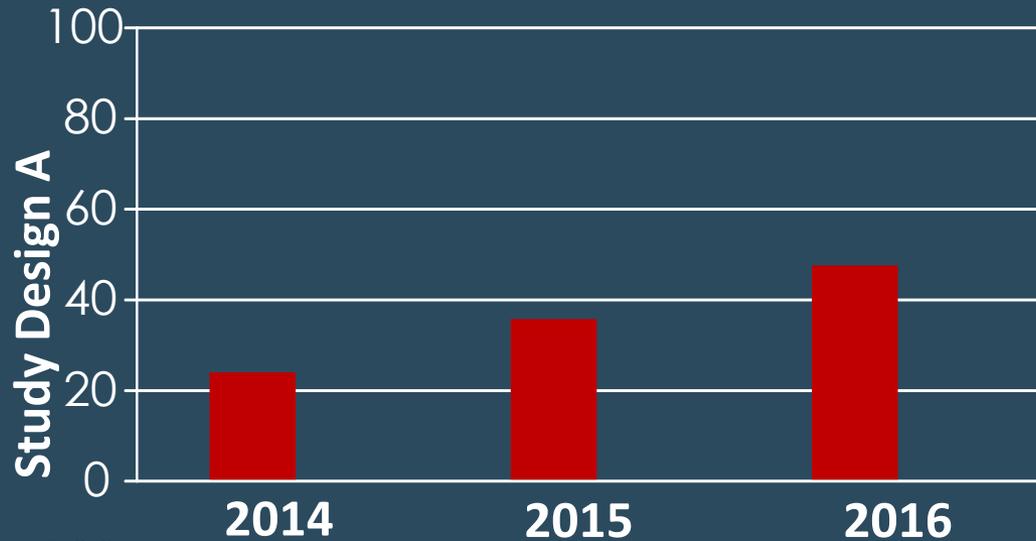
- A *correlational study* looks at the **association** between receipt of an **intervention** and an **outcome** of interest.
  - An *intervention* can be a process, product, strategy, practice, program, or policy
- *Statistical controls for selection bias* = how study authors attempt to compare subjects similar **except for the receipt of the intervention**

# What is selection bias?

***Selection bias*** is “an error in choosing the individuals or groups to take part in a study. Ideally, the subjects in a study should be very **similar** to one another... If there are important differences, the results of the study may not be valid.”

(National Cancer Institute)

# Why impact studies need comparison groups



Suppose an intervention was first implemented in 2015 (2014 is baseline year, 2016 is year of follow-up data collection)

-  Schools/students receiving intervention
-  Comparison group (equivalent at baseline)

# Ways to Form Equivalent Comparison Groups

- **GOOD:** Select a “matched comparison group” that is similar to the intervention group in terms of relevant measured characteristics (*quasi-experimental design* or QED—can, at best, *Meet WWC Group Design Standards **With** Reservations*)
- **BETTER:** Use a rating variable (measuring need or merit) to assign higher-rated subjects to the intervention and lower-rated subjects to a comparison group, and estimate effects of the intervention for those on the margins of eligibility (*regression discontinuity design* or RDD—can, at best, *Meet WWC **RDD** Standards Without Reservations*)
- **BEST:** Conduct a *randomized controlled trial* (RCT) in which a lottery is used to assign some eligible subjects to the intervention and other eligible subjects to a control group (can, at best, *Meet WWC Group Design Standards **Without** Reservations*)

# Studies that Can Provide Evidence of Promise

<p><b><u>WWC Rating:</u></b>  <b><i>Meets</i></b>  <b><i>WWC Standards</i></b>  <b><i>Without Reservations</i></b></p>	<p><b><u>WWC Rating:</u></b>  <b><i>Meets</i></b>  <b><i>WWC Standards With</i></b>  <b><i>Reservations</i></b></p>	<p><b><u>WWC Rating:</u></b>  <b><i>Does Not Meet</i></b>  <b><i>WWC</i></b>  <b><i>Standards</i></b></p>
<p><i>Randomized controlled trials (RCTs) with low attrition</i></p>	<p><i>RCTs with <b>high attrition</b> but <b>baseline equivalence</b> of the control group</i></p>	<p><i>RCTs with <b>high attrition</b> and <b>without baseline equivalence</b> of the control group</i></p>
<p><i>Regression discontinuity design studies meeting <b>all</b> WWC standards for RDDs</i></p>	<p><i>Regression discontinuity design studies meeting <b>some</b> WWC standards for RDDs</i></p>	<p><i>Regression discontinuity design studies <b>failing</b> to meet WWC standards for RDDs</i></p>
<p><i>N/A</i></p>	<p><i>Quasi-experimental design studies (QEDs) that establish <b>baseline equivalence</b></i></p>	<p><i>Quasi-experimental design studies (QEDs) that <b>do not establish baseline equivalence</b></i></p>

# Resources for Finding Relevant Studies

- Several resources to find studies are available at the **National Center for Education Evaluation and Regional Assistance** website (<http://ies.ed.gov/ncee/>):

1. The [\*\*Education Resources Information Center\*\*](#) (ERIC) contains a searchable digital database of studies.
2. Other studies (and librarian assistance) are available through the [\*\*National Library of Education\*\*](#) (NLE).
3. The **What Works Clearinghouse** has a [\*\*Reviewed Studies Database\*\*](#) listing studies reviewed by the WWC, describing the WWC rating of the study and the reason for the review (including links to any relevant [\*\*WWC publications\*\*](#) describing that review in greater detail).



# Summary: A Study Providing *Evidence of Promise...*

(NOT DEFINED BY THE WWC, but in Title 34 of Code of Federal Regulations, Part 77)

1. Investigates the **effect** of the **intervention** (or a key component) on a **relevant outcome**
2. Uses a *treatment group* and a *comparison group* to associate **differences** in outcomes with the intervention, while including **statistical controls for selection bias**
3. Shows a **statistically significant** or **substantively important** effect on a key outcome

# A Study Providing *Moderate Evidence of Effectiveness...*

(NOT DEFINED BY THE WWC, but in Title 34 of Code of Federal Regulations, Part 77)

1. Is either: (a) an RCT that ***Meets WWC Standards Without Reservations***; or (b) a QED or RCT that ***Meets WWC Standards With Reservations*** and includes a large, multi-site sample
2. Has **overlap** with the population or settings proposed for the intervention
3. Shows a **statistically significant favorable impact** with no statistically significant and overriding unfavorable impacts in that study or other studies reviewed and reported by the WWC

# Invitational Priority

- Projects that support activities that strengthen Native language preservation and revitalization.
  - Optional
  - Zero points
  - Two pages



# IMPORTANT DATES

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# Federal Register Notice

THE NOTICE PUBLISHED IN THE FEDERAL REGISTER FOR THE NATIVE AMERICAN-SERVING NONTRIBAL INSTITUTIONS PROGRAMS SERVES AS THE OFFICIAL GUIDE FOR SUBMITTING AN APPLICATION.

## FY 2016 Federal Register Notice:

<https://www.federalregister.gov/articles/2016/03/02/2016-04593/applications-for-new-awards-native-american-serving-nontribal-institutions-program>

### Important Dates

- Title III, NASNTI, PART F Applications Announced: **March 2, 2016**
- Closing Date: **May 2, 2016 (4:30:00 p.m. Washington, DC Time)**
- Peer Review: **June 2016**

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# APPLICATION SUBMISSION

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# Application Submission

Electronic submission is required via

[www.Grants.gov](http://www.Grants.gov)

Search for the funding opportunity number:

ED-GRANTS-030216-001 - Native American-Serving Nontribal Institutions  
Program (84.382C)

You must be registered in Grants.gov

# Grants.gov

- **REGISTER EARLY** – Grants.gov registration involves many steps including registration on SAM ([www.sam.gov](http://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>

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# Application Submission

- Applications **MUST** be submitted electronically unless you qualify for an exception.
  - Requirements for obtaining an exception are outlined in the Notice Inviting Applications.
- All applications **MUST** be received by
  - May 2, 2016, 4:30:00 p.m.**
  - Washington, DC time.**
  - Late submissions will be rejected.

# Page Limits

- Selection Criteria: 50 pages
- Absolute Priority: Three additional pages
- Competitive Preference Priority #1: Three additional pages; or
- Competitive Preference Priority #2: Three additional pages
  - You may only address ONE CPP
- Invitational Priority: Two additional pages
- **Exceeding the page limit = DISQUALIFICATION**

# What is Included in the Page Count?

- Project Narrative
  - Responses to Selection Criteria – 50 pages
  - Narrative response to the priorities.
    - Absolute Priority – MANDATORY – Three pages
    - Competitive Preference Priority - Optional – Three pages for selected CPP.
    - Invitational Priority - Optional – Two pages.
  - If you address all priorities, the application narrative must not exceed 58 pages.
  - If you upload any other documentation to this section, it **WILL** count towards your page count.

# What is Not Included in the Page Count?

- Application for Federal Assistance (SF 424)
- Supplemental Information for the SF 424 Form
- Budget Information Non-Construction Programs (ED 524)
- Budget Narrative
- Assurances and Certifications
- Table of contents
- One-page program abstract
- Resumes
- Bibliography
- Letters of Support
- Program Profile
- PDF of Evidence Studies (limit of two studies for the selected CPP response)

# Advice

- Follow all instructions completely.
- Read and re-read instructions for complete understanding.
  - If you still have questions, please contact me:
    - [Don.Crews@ed.gov](mailto:Don.Crews@ed.gov)
- You are being evaluated solely by the information you provided in your application.

# Advice

- Ensure you have institutional buy-in.
- Be active in the application writing process.
- Don't allow the reviewer to make assumptions about your project.
  - Be explicit about what your goals are and how you will achieve them.
  - Address each component of the selection criterion.

# Advice

- Refer to the “Application Checklist” in your application booklet to ensure you complete and/or upload **ALL** required forms.
  - Your application will be **DISQUALIFIED** if you do not provide all required documentation!
    - **Optional**
      - **Competitive Preference Priority narrative**
      - **Invitational Priority narrative**
- Submit your application as early as possible!
  - Do NOT wait until the last day!

**DEADLINE: MAY 2, 2016; 4:30:00 P.M. (Washington, DC time)**

# Advice

## Five Key Reasons Your Application will be Disqualified:

1. Exceeding the allotted page limits.
2. Asking for more than \$350,000 per year.
3. Not responding to the Absolute Priority.
4. Not including all required documentation (e.g., a separate GEPA statement).
5. Submitting your application after the deadline date and time.



# Contact Information/Q&A

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# Contact Information

## Program Manager, NASNTI

E-mail: [Don.Crews@ed.gov](mailto:Don.Crews@ed.gov)

Telephone: 202-453-7920

## NASNTI Web site

<http://www2.ed.gov/programs/nasnti/index.html>

# Thank you for your interest in applying for the Native American Serving NonTribal Institutions Program.



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