

**Opening Doors, Expanding Opportunities**  
**Frequently Asked Questions**  
**Competition and Grant Awards**



**U.S. Department of Education**  
**Washington, D.C. 20202**

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### **Purpose of this Guidance**

The U.S. Department of Education (Department) developed these Frequently Asked Questions (FAQs) for the Opening Doors, Expanding Opportunities grant program to assist potential applicants in developing high-quality proposals by providing guidance on the Opening Doors, Expanding Opportunities competition, which is authorized under Section 1003(g) of the ESEA, as amended by the No Child Left Behind Act (20 U.S.C. 6303(g)); the Consolidated Appropriations Act, 2016 (Pub. L. 114–113). The Notice Inviting Applications for the Opening Doors, Expanding Opportunities competition (Notice), was published in the Federal Register on December 14, 2016, (81 FR 90343). The FAQs do not create any rights for, or confer any rights on, any person or institutions.

The Department will provide additional or updated grant program guidance, as necessary, on the program website, <http://www2.ed.gov/programs/odeo/index.html>. If you have further questions that are not answered here or are interested in commenting on this guidance, please email [OpeningDoors@ed.gov](mailto:OpeningDoors@ed.gov).

## Grant Program Overview

### **1. What is the purpose of the Opening Doors, Expanding Opportunities grant program?**

This grant program supports Local Educational Agencies (LEAs)<sup>1</sup> and their communities in preparing to implement innovative, effective, ambitious, comprehensive, and locally driven strategies to increase socioeconomic diversity in schools and LEAs as a means to improve the achievement of students in the lowest-performing schools.

## Eligibility

### **2. If the applicant did not submit the Intent to Apply form by the January 13, 2017] deadline, is the applicant still eligible to submit an application?**

Yes.

### **3. Who are the eligible applicants for the Opening Doors, Expanding Opportunities grant program?**

The eligible applicants are one of the following:

- a. An LEA with at least one School Improvement Grant (SIG) School or SIG-Eligible School.
- b. A consortium of LEAs, each with at least one SIG School or SIG-Eligible School in each member LEA.

### **4. Are charter schools eligible to apply for the Opening Doors, Expanding Opportunities grant program?**

If an individual charter school meets the definition of an LEA, as defined in the Notice, then it is eligible to apply either on its own behalf or as a part of a consortium of LEAs (see Question 5 for more information on single-school LEAs). Charter schools, charter management organizations, and other charter school operators are encouraged to partner with traditional public schools and LEAs to explore comprehensive strategies to increase diversity in schools throughout their region or metropolitan area. Such collaboration may be particularly useful, for example, in proposing an inter-district project that meets the requirements of Competitive Preference Priority 1 (see Question 9 for more information on collaborative efforts between LEAs).

### **5. Are single-school LEAs eligible to apply?**

Yes, however, as outlined in the Selection Criteria (section V of the Notice), the need for project must be explained in the context of “the magnitude or severity of the problem to be addressed by the proposed project.” We strongly encourage single-school LEAs to consider applying for the Competitive Preference Priority to consider inter-district efforts to align with the purpose of the grant program to implement comprehensive strategies.

### **6. Are intermediary units, such as regional educational agencies, eligible to apply for the Opening Doors, Expanding Opportunities grant program?**

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<sup>1</sup> Please refer to the notice inviting applications (Notice) published in the Notice on December 14, 2016, (81 FR 90343) for definitions of various terms.

If an intermediary unit meets the definition of an LEA, as defined in the Notice, then it is eligible to apply either on its own behalf or as a part of a consortium of LEAs.

**7. Are private schools or entities that operate private schools eligible to apply for the Opening Doors, Expanding Opportunities grant program?**

No. Private schools are not LEAs and therefore are not eligible to apply.

**8. If an eligible consortium applies for the Opening Doors, Expanding Opportunities grant program, who is the applicant and what are the responsibilities of members of the consortium?**

The members of each consortium shall either (1) designate one member of the group to apply for the grant program or (2) establish a separate, eligible legal entity to apply for the grant program. If the consortium decides to designate one member of the group to apply for the grant program, the designated member is the applicant for the group. If the consortium receives a grant, the designated member will become the grantee and will be legally responsible for: (a) overseeing the use of all grant funds; (b) ensuring that the project is carried out by the group in accordance with Federal requirements; and (c) ensuring that indirect cost funds are determined as required under EDGAR at 34 CFR § 75.564(e). Members of the consortium shall also enter into an agreement that details the activities each member plans to perform and that binds each member to every statement and assurance made by the applicant in the application. The applicant shall submit the agreement with its application (See 34 CFR § 75.127-129).

Each member of the consortium is legally responsible to carry out the activities it agrees to perform and to use the funds that it receives under the agreement in accordance with Federal requirements that apply to the grant.

**9. How could an eligible LEA collaborate with other LEAs in order to increase diversity in its schools through the Opening Doors, Expanding Opportunities grant program?**

There are different ways in which an LEA could collaborate with other LEAs through the Opening Doors, Expanding Opportunities grant program, including by: 1) establishing a consortium that meets the eligibility criteria in Section III of the Notice; 2) proposing an inter-district project that meets the requirements of Competitive Preference Priority 1; 3) in the application, proposing to develop partnerships during the grant program. For applicants applying as a consortium, the application should include key staff from each LEA, as appropriate.

**10. How could an eligible LEA collaborate with other entities in order to increase diversity in its schools through the Opening Doors, Expanding Opportunities grant program?**

Eligible applicants are permitted and encouraged to establish partnerships with other entities, such as charter management organizations or charter school operators, private schools, State educational agencies, institutions of higher education, non-profit or for-profit organizations, or local governmental agencies (such as a mayor's office or transportation or housing authority). For more information, see Question 24.

## Priorities

### **11. What is the difference between absolute and competitive preference priorities and how do absolute priorities relate to funding eligibility?**

Absolute priorities are requirements of the grant competition. An applicant must meet the absolute priority of the competition to which it applies in order to be eligible for funding under that competition. Points are not awarded for meeting the absolute priority; rather, applications that do not meet the absolute priority will not be considered for funding.

Competitive preference priorities are not requirements (i.e., applicants do not need to address them to be considered for funding). The Secretary may award bonus points to an application depending on the extent to which the application satisfactorily addresses the competitive preference priority(ies). These points are in addition to any points the applicant earns under the selection criteria. See 34 CFR 75.105(c).

### **12. What are the absolute priorities for the Opening Doors, Expanding Opportunities grant competition?**

The absolute priorities for this competition are: (1) Increasing Socioeconomic Diversity in Schools; (2) Improving Schools by Increasing Student Diversity--Blueprint; and (3) Improving Schools by Increasing Student Diversity--Blueprint and Pre-implementation. We consider only applications that meet Absolute Priority 1, and either Absolute Priority 2 or Absolute Priority 3.

To meet Absolute Priority 1: Increasing Socioeconomic Diversity in Schools, an applicant must propose projects that are designed to increase socioeconomic diversity in educational settings by addressing one or more of the following:

- a) Using established survey or data-collection methods to identify socioeconomic stratification and related barriers to socioeconomic diversity at the classroom, school, district, community, or regional level.
- b) Designing or implementing, with community input, education funding strategies, such as the use of weighted per-pupil allocations of local, State, and eligible Federal funds, to provide incentives for schools and districts to increase socioeconomic diversity.
- c) Developing or implementing policies or strategies to increase socioeconomic diversity in schools that are evidence-based; demonstrate ongoing, robust family and community involvement, including a process for intensive public engagement and consultation; and meet one or more of the following factors—
  - i. Are carried out on one or more of an intra-district, inter-district, community, or regional basis;
  - ii. Reflect coordination with other relevant government entities, including housing or transportation authorities, to the extent practicable;
  - iii. Include one or both of the following strategies—

- A. Establishing school assignment or admissions policies that are designed to give preference to low-income students, students from low-performing schools, or students residing in neighborhoods experiencing concentrated poverty to attend higher-performing schools; or
- B. Establishing or expanding schools that are designed to attract substantial numbers of students from different socioeconomic backgrounds, such as magnet or theme schools, charter schools, or other schools of choice.

To meet Absolute Priority 2: Improving Schools by Increasing Student Diversity—Blueprint, the applicant must propose to develop a blueprint for improving student academic outcomes in SIG Schools or SIG-Eligible Schools by increasing the diversity of students enrolled in those schools and, at the applicant’s discretion, other schools in the LEA(s) to be served. Applicants under this priority may only use funds for Planning Activities.

To meet Absolute Priority 3: Improving Schools by Increasing Student Diversity – Blueprint and Pre-implementation, the applicant must propose to do two things: (1) develop a blueprint for improving student academic outcomes in SIG Schools or SIG-Eligible Schools by increasing the diversity of students enrolled in those schools and, at the applicant’s discretion, other schools in the LEA(s) to be served, including by expanding the LEA(s) existing plans to increase student diversity in schools; and (2) execute one or more Pre-Implementation Activities that are outlined in existing plans. The applicant must also provide evidence of its existing diversity plans.

*Please note that an application must propose to serve at least one SIG or SIG-eligible school. However, as outlined in the Selection Criteria (section V of the Notice), the need for the project must be explained in the context of “the magnitude or severity of the problem to be addressed by the proposed project.” Therefore, LEAs should consider this when determining the number of schools they propose to serve.*

**13. May an applicant propose to include other factors beyond socioeconomic status in its plan to increase student diversity?**

Yes. While in order to meet Absolute Priority 1 (and therefore be eligible to receive a grant award), the applicant must propose projects that are at least designed to increase socioeconomic diversity, an applicant can (for example) propose to include other factors in addition to socioeconomic status, such as race or ethnicity, in its plan to increase student diversity.

If applicants propose to consider race or ethnicity as a factor, we encourage them to consult the [“Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools,”](#) released by the U.S. Department of Education's Office for Civil Rights (OCR) and the U.S. Department of Justice on December 2, 2011. We also encourage applicants to consult legal counsel when

considering which approaches might be best suited to a particular situation and in alignment with their project's objectives.

**14. What if an applicant applies under the wrong additional absolute priority?**

In addition to Absolute Priority 1, an applicant must indicate in its application whether it is applying under Absolute Priority 2 or Absolute Priority 3.

If an applicant applies under Absolute Priority 3 and the application is deemed ineligible because it does not meet the requirements for Absolute Priority 3, it will be peer reviewed for consideration under Absolute Priority 2, if it meets the requirements under Absolute Priority 2.

If an applicant mistakenly applies under Absolute Priority 2 but clearly proposes Pre-Implementation Activities and meets the requirements for Absolute Priority 3, it will be peer reviewed for consideration under Absolute Priority 3.

**15. What are the competitive preference priorities in the Opening Doors, Expanding Opportunities grant program Notice?**

This competition has two competitive preference priorities:

Competitive Preference Priority 1: Blueprint for Inter-district Efforts to Increase Student Diversity. (zero to six points)

This priority is for applicants that propose to develop a blueprint that includes establishing or expanding an inter-district partnership that provides students with increased educational options by allowing them to attend schools in another LEA. Under this priority, an inter-district partnership may be between contiguous or non-contiguous LEAs. Under this priority, the applicant must submit, for each LEA that will participate in the inter-district partnership, a memorandum of understanding (MOU) or letter of commitment signed by the superintendent or chief executive officer (CEO) of each LEA that describes each LEA's proposed commitment, including its contribution of financial or in-kind resources (if any). An applicant will receive competitive preference priority points under this priority based on the strength of the commitment of each LEA to the partnership. Note that applicants do not need to apply as a consortium to be considered for the competitive preference priority.

Competitive Preference Priority 2: Efforts to Increase Student Diversity in Rural Schools. (zero or three points)

This priority is for applicants that propose to serve at least one SIG School or SIG-Eligible School designated as a Rural School. If applying as a consortium, at least one LEA in the consortium must have at least one SIG School or SIG-Eligible School designated as a Rural School. Applicants applying under this priority must provide the school name and National Center for Education Statistics (NCES) number for each school designated as a Rural School. An applicant will receive three competitive preference priority points under this priority if at least one SIG School or SIG-Eligible School the applicant proposes to serve is designated as a Rural School.

**16. Is an applicant required to address the competitive preference priorities?**

An applicant is not required to address the competitive preference priorities. An applicant may, however, receive up to six additional points for Competitive Preference Priority 1 and three points for Competitive Preference Priority 2. Therefore, an applicant that adequately addresses these priorities might increase its likelihood of being funded.

**Application Requirements**

**17. What must an applicant submit to the Department in order to be considered for funding under the Opening Doors, Expanding Opportunities grant program?**

The applicant must:

- a) Assure in its grant program application that it will meet all of the assurances listed in the Notice (Applicants should state their assurances in the narrative of the application.);
- b) Address Absolute Priority 1. To meet Absolute Priority 1, include in its application how its proposal will, at minimum, increase socioeconomic diversity;
- c) Describe how it will develop a blueprint within the grant period by addressing the following criteria: need for the project, significance of the project, project design, project personnel, management plan, and resources; If applying under Absolute Priority 3, describe each Pre-Implementation Activity Plan that meets the requirements listed in the Notice;
- d) If applying as a consortium and/or under the competitive preference priorities, submit, for each LEA in the consortium or partnership, copies of all MOUs or other letters of commitment, as appropriate; and
- e) Obtain the signature of the LEA superintendent, CEO, or executive of equivalent status. In the case of a consortium, applications must be signed by each LEA superintendent or CEO.

**18. What is the difference between the Opening Doors, Expanding Opportunities grant program application and the blueprint?**

The Opening Doors, Expanding Opportunities grant program application must meet the Application Requirements as outlined in the Notice, and should describe the processes and steps that the applicant will take to determine the diversity strategies that the applicant will then articulate in the blueprint, if selected for funding.

The blueprint is the deliverable that the applicant proposes to submit during the grant period that must meet the Program Requirements listed in the Notice. The blueprint should detail how the strategies that the applicant has identified, based on an analysis of challenges and opportunities, will contribute to improved student academic outcomes by increasing student diversity in the school(s) to be served.

**19. Does an applicant need to specify in its application all of the elements that it plans to include in the blueprint?**

No. The Application Requirement entitled “Plan to Develop a Blueprint” in the Notice requires an applicant to describe how it will develop, within the grant period, a blueprint

with specific information, but does not require that the application include all of the elements that will be a part of that deliverable. However, under the Application Requirements, an applicant must provide an assurance that the blueprint it submits to the Department, within the grant period, will include, at a minimum, the items listed in the Program Requirements section of the Notice; see Question 24 for these Program Requirements.

**20. Is an applicant required to submit a blueprint with its application?**

No. An applicant is not required to submit a blueprint with its application because the blueprint will be developed during the grant period. Rather, an applicant must submit its plan to develop a blueprint with its application, which must describe *how* the applicant will develop a blueprint within the grant period by addressing the following criteria: need for the project, significance of the project, project design, project personnel, management plan, and resources.

However, if an applicant is applying under Absolute Priority 3, it will need to demonstrate that it has existing or established efforts to increase student diversity, which is different from the blueprint expected during the project period (see Question 24 for the elements that must be included in the final blueprint); see Question 21 for information on how an applicant applying under Absolute Priority 3 demonstrate that it has engaged in existing or established efforts to increase student diversity.

**21. How should an applicant applying under Absolute Priority 3 demonstrate that it has engaged in existing or established efforts to increase student diversity?**

To ensure that the applicant has existing or established efforts to increase student diversity and is eligible to submit an application under Absolute Priority 3, an applicant must provide, at the time of application, evidence of its existing plans or other documentation about its efforts to increase student diversity. For example, if an applicant has already begun planning for the creation of a magnet school program, the applicant could provide documentation demonstrating this. This documentation of existing or established efforts does not need to meet the blueprint requirements.

Furthermore, under Absolute Priority 3, an applicant must be able to clearly articulate a proposal for one or more discrete, Pre-Implementation Activities aligned with its blueprint goals, (e.g. increasing student diversity and improving student academic outcomes). Therefore, the applicant should be able to provide, for example, documentation explaining how the selection of specific Pre-Implementation Activity(ies) are supported by and related to existing diversity plans, how it determined the costs of the activity, and how the activity will help the applicant achieve its student diversity goals outlined in existing diversity plans (see the Application Requirements section of the Notice for the full list of required descriptions). If such documentation is not provided, the applicant may be reviewed under Absolute Priority 2 and would be subject to the funding caps associated with that priority.

## **22. What is the difference between Planning Activities and Pre-Implementation Activities?**

Planning Activities are defined in the Notice as activities that support the development of a student diversity blueprint. Some examples of Planning Activities are:

- Collecting and analyzing available demographic data;
- Using surveys and other research strategies to gain a better understanding of local diversity issues and concerns, barriers to integration, etc.;
- Identifying Federal, State, and local resources needed to implement each activity;
- Convening groups of stakeholders to better understand challenges (such as local zoning or State legislative barriers to overcome) and brainstorm solutions (such as viable opportunities to transport students to different schools);
- Designing student admission systems aligned to strategies included in the blueprint; and
- Visiting districts that are implementing diversity strategies to inform blueprint development.

A Pre-Implementation Activity is an activity that supports the development of an infrastructure to create more diverse schools as described in the applicant’s existing diversity plans and aligned to the goals of the blueprint. Some examples of Pre-Implementation Activities are:

- Making upgrades to a data system to improve the capacity to track and use information relevant to the blueprint; and
- Piloting activities included in the blueprint (e.g., running a pilot student admissions lottery for select schools, redesigning school assignment boundaries, simulating various factors to consider for revised attendance zones).

## **23. May an applicant apply for more than one Pre-Implementation Activity?**

Yes. An applicant may propose more than one Pre-Implementation Activity. For each Pre-Implementation Activity, the applicant must meet the requirements outlined in “Pre-Implementation Activities Plan” in the Notice.

## **Program Requirements**

### **24. What are the Opening Doors, Expanding Opportunities grant program requirements?**

Within the project period of the grant award, an eligible applicant awarded an Opening Doors, Expanding Opportunities Grant must—

- (1) Submit to the Department, within the grant period, a blueprint that includes the following:
  - (a) A detailed needs analysis of the LEA(s) to determine the factors that have led to low student achievement in its SIG Schools or SIG-Eligible Schools, including:
    - (i) A comparison of student demographic and academic outcome information for the SIG Schools or SIG-Eligible Schools with that of other schools in the LEA(s);

- (ii) A comparison of student demographic information for the SIG Schools or SIG-Eligible Schools with that of the residential population of the LEA(s), if such information is available and relevant; and
- (iii) Other information, if such information is available and relevant, including, for the LEA(s) to be served:
  - (A) Other analyses of concentrated poverty or racial or ethnic segregation;
  - (B) Analyses of the location and capacity of school facilities or the adequacy of local or regional transportation infrastructure; and
  - (C) Analyses of school-level resources, including per pupil expenditures (if available), student access to instructional tools, full day Pre-Kindergarten, advanced coursework, and effective educators;
- (b) An explanation of how the LEA(s) determined which schools would be served under the blueprint, including:
  - (i) The extent to which the LEA(s) gave priority to serving students in SIG Schools or SIG-Eligible Schools; and
  - (ii) The extent to which the determination of the participating schools reflected robust parental involvement and community engagement;
- (c) Measurable goals, beginning with the 2019-2020 school year and for every two years thereafter through the 2025-2026 school year, including a description of how such goals were determined, for increasing student diversity and for improving student academic outcomes:
  - (i) In each school to be served;
  - (ii) At the applicant's discretion, in other schools in the LEA(s) to be served; and
  - (iii) At the applicant's discretion and if appropriate, in the LEA(s) to be served;
- (d) A detailed description of the strategies the applicant will pursue to improve student academic outcomes in the schools to be served by increasing student diversity, including:
  - (i) A theory of action and the evidence base (with consideration for the Department's recent guidance on using evidence<sup>2</sup>) that support the appropriateness and effectiveness of the selected strategies based on findings from the needs analyses described in blueprint requirement (a) and the likelihood of achieving the goals described in blueprint requirement (c).
  - (ii) For each selected strategy:

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<sup>2</sup> Available at <http://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>

- (A) A description of the anticipated challenges and potential solutions;
- (B) Timeline for implementation;
- (C) Costs associated with implementation, including the process by which such costs were estimated;
- (D) A description of the extent to which it reflects parental involvement and community engagement;

Note: Selected strategies must not be limited to virtual educational experiences and may include, but are not limited to, redesigning school boundaries, assignment policies, feeder patterns, and admissions policies (e.g., establishing open enrollment using controlled choice); creating or expanding schools capable of attracting students from diverse backgrounds, including by converting existing schools into charter schools, theme schools, or magnet schools; using new funding strategies to incentivize schools to enroll a diverse group of students (e.g., weighted per-pupil allocations of State and local funds); and establishing or expanding inter-district school choice programs;

- (e) A description of the significance of the anticipated impact on the participating LEA(s) and schools, including, but not limited to:
  - (i) The percentage and number of schools and students (disaggregated by socioeconomic status, race, or ethnicity, as appropriate for the blueprint) that will be affected by the implementation of the blueprint;
  - (ii) If applicable, how the implementation of the blueprint may positively or adversely affect diversity or educational opportunities available to poor or minority students in other schools within the LEA(s) and how these adverse effects could be mitigated; and
  - (iii) Potential cost savings as a result of specific strategies outlined in the blueprint.
- (f) Plans for continued community engagement, parental involvement, and LEA and school staff capacity building to support the ongoing implementation of the blueprint (including a summary of how the community, parents, and family participated in the planning process as well as a description of how they will be engaged during implementation);
- (g) If applicable, a description of how the applicant will leverage new or existing partnerships with entities such as, but not limited to, the following: (i) an LEA; (ii) a charter management organization or charter school operator; (iii) an SEA; (iv) an institution of higher education; (v) a non-profit or for-profit organization; (vi) a local governmental agency (such as mayor's office or transportation or housing authority); (vii) a community-based organization; (viii) a Federal agency; and (ix) another organization, as determined by the applicant;
- (h) An implementation plan including a proposed personnel and management plan; and

- (i) A description of potential opportunities to implement the blueprint (e.g., leveraging available Federal, State, local, and private funding sources, integrating the blueprint into related programs or initiatives).
- (2) For grantees who applied under Absolute Priority 3, blueprints must be submitted to the Department prior to executing Pre-Implementation Activities.

## **Fiscal Responsibilities**

### **25. What are allowable costs under the Opening Doors, Expanding Opportunities grant program?**

Costs must be allowable, allocable, reasonable, and necessary according to the Federal cost principles found in the Uniform Guidance (2 CFR § 200), the statute, and governing regulations. A cost is allocable to a grant award if it is consistently treated like other costs incurred for the same purpose in like circumstances and is considered to be reasonable, in its nature and amount, by a prudent person under the circumstances prevailing at the time the decision is made to incur the cost. Generally, Opening Doors, Expanding Opportunities grant funds can be used to engage in planning activities (such as stakeholder engagement) to support the development of a blueprint. (See 2 CFR § 200.403).

In line with the requirement to submit, within the grant period, a blueprint for increasing student diversity, allowable costs generally include Planning Activities and Pre-Implementation Activities (if the applicant applied under Absolute Priority 3); see Question 22 for more information about the differences between the two types of activities. In the budget section, an applicant may, but is not required to, propose using funds for contractor support for both Planning Activities and Pre-Implementation Activities.

### **26. Must an applicant selected for an Opening Doors, Expanding Opportunities grant program have an approved indirect cost rate to charge indirect costs to programs?**

Yes. An LEA must have a federally approved indirect cost rate on the date the Department awards the grant. The responsibility to negotiate LEA indirect cost rates is delegated by the Department to the SEA. (See EDGAR 34 CFR § 75.561(b)). An LEA must have a current indirect cost rate agreement to charge indirect costs to a grant, and it must charge indirect costs in accordance with that agreement (including using the right type of rate if the program is subject to special limitations/restrictions like a supplement-not-supplant provision). If an LEA does not have an approved indirect cost rate on the date the Department awards this grant, the LEA must, based on the above citation, obtain a negotiated indirect cost rate from the SEA in the State in which it is located, in order to recover indirect costs.

### **27. Is there a cost share requirement for the Opening Doors, Expanding Opportunities grant program?**

No. The Opening Doors, Expanding Opportunities grant program does not have a cost share requirement; however, applicants are encouraged to leverage grant resources by aligning other Federal, State, local, and private funds to support the project and by

engaging in meaningful partnerships to increase the potential effectiveness and sustainability of the project.

## **Application Formatting**

### **28. Must submission of charts and tables be double-spaced in an Opening Doors, Expanding Opportunities grant application?**

Yes. Charts and tables must be prepared in double-spaced format.

### **29. Is there a page limit for the application?**

Yes. The application narrative must be limited to no more than 40 pages. The application narrative is where the applicant addresses the selection criteria that reviewers use to evaluate the grant application. The page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; the one-page abstract; the resumes; the bibliography; or the letters of support. If applying under Absolute Priority 3, the page limit does not apply to any evidence of an applicant's existing diversity plans that would be included as an appendix. However, the page limit does apply to all of the application narrative section. Please note that our reviewers will not read any pages of an application that exceed the page limit (e.g., will not read page 41).

### **30. What is the required font for this application submission?**

A submitted application should use a font size that is either 12 point or larger or no smaller than 10 pitch (characters per inch). The application should be in one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted

## **Other Information**

### **31. What is the maximum time length for the project?**

The project period is up to 26 months. However, any grantee may propose completing its planning activities and submitting its blueprint on an earlier timeline. Note that a grantee that applies under Absolute Priority 3 must submit its blueprint prior to drawing down the funds for Pre-Implementation Activities.

### **32. Is the Opening Doors, Expanding Opportunities grant program subject to Executive Order 12372?**

Yes. Executive Order 12372 concerns the Intergovernmental Review of Federal Programs, and, among other things, gives States the opportunity to review and provide comments to Federal agencies on applications for Federal discretionary (competitive) grants. Applicants can find more details in Part 8: Intergovernmental Review of Federal Programs of the Opening Doors, Expanding Opportunities application package.