U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education
Washington, DC 20202
https://www2.ed.gov/programs/iduesannh/index.html.

Fiscal Year 2024

APPLICATION FOR GRANTS UNDER THE

Title III, Part A
Alaska Native and Native Hawaiian-Serving Institutions Program
ALN # 84.031N (Alaska Native) and 84.031W (Native Hawaiian)

Form Approved
OMB No. 1840-0810, Exp. Date: 04/30/2024
CLOSING DATE: 04/29/2024

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

Dear Applicant:

Thank you for your interest in applying for a new grant under the fiscal year (FY) 2024 Title III, Part A, Alaska Native and Native Hawaiian-Serving Institutions (ANNH) Program grant competition, Assistance Listing Numbers (ALN) 84.031N and 84.031W. In FY 2024, the U.S. Department of Education (Department) will award both Individual Development Grants and Cooperative Arrangement Development Grants.

The purpose of ANNH is to provide grants to eligible institutions of higher education (IHE) to enable them to improve and expand their capacity to serve Alaska Native and Native Hawaiian students. Institutions may use these grants to plan, develop, or implement activities that strengthen the institution. An IHE that is interested in applying for funding must be deemed an eligible institution through the Department's Designation of Eligibility process **and** must also meet the program eligibility requirements for the ANNH program. Applicants must self-certify their undergraduate enrollment of either Alaska Native students (20 percent) or Native Hawaiian students (10 percent) at the time of application.

The Department is especially interested in programs that support the social, emotional, and academic needs of students, student success, native language preservation and revitalization, and efforts that support the Native Hawaiian institutions impacted by the national wildfire emergency. Therefore, this year's competition has two Competitive Preference Priorities (CPPs) and two Invitational Priorities (IPs). We encourage applicants to address more than one priority. In addressing both CPPs, applicants may receive up to 12 additional points depending on how well the applicant responds to the priorities. No additional points are assigned to the IPs.

The Notice published in the Federal Register is the official competition document. You should not rely upon any other information that is inconsistent with the guidance contained in the official document.

If you have questions or require additional information, please contact Robyn Wood at robyn.wood@ed.gov or by telephone at 202-987-1577.

We appreciate your interest in the ANNH, Part A Program and look forward to receiving your application.

Sincerely,

/s/

Nasser H. Paydar
Assistant Secretary
for Postsecondary Education.

Competition Highlights

Application Components

This application package contains detailed instructions for every required component of your application. It also includes an Application Checklist for your convenience. Note: If all required documents are not submitted with your application, it may be deemed ineligible.

Deadline

The deadline to submit applications to the FY 2024 ANNH, Part A Competition is **April 29, 2024 at 11:59:59 p.m., Eastern Time**.

Eligible Applicants

Institutions of Higher Education (IHEs) must:

a. Be designated as an eligible institution in FY 2024; **and**
b. Meet program eligibility requirements for the Alaska Native and Native Hawaiian Serving Institutions Program (ANNH) at the time of application.

You must self-certify (see Program Profile) at the time of application that your institution either has an enrollment of undergraduate students that is at least twenty percent (20 percent) Alaska Native (84.031N) or ten percent (10 percent) Native Hawaiian (84.031W).

Applicants who do not meet these eligibility requirements will not have their application reviewed.

The Department utilizes the Eligibility Matrix (EM) process. With the EM, the Department uses applicants' Integrated Postsecondary Education Data System (IPEDS) data to determine eligibility. The Federal Register Notice announcing the opening of the eligibility and waiver request period was published on January 22, 2024. Waiver decisions will be emailed to applicants.

Your institution's application for a FY 2024 ANNH, Part A grant MUST be in the same name that appears in the FY 2024 Eligibility Matrix, or your application may be deemed ineligible and not be reviewed.

An eligible ANNH institution may submit only **one** grant application for an Individual Development Grant and/or only **one** grant application as the lead of a Cooperative Arrangement Development Grant.

Who May Apply

Eligible institutions, who meet eligibility requirements and program eligibility, may apply for grant awards under this competition.

However, an eligible ANNH institution may not concurrently hold multiple Title III, Part A awards with other Title III, Part A programs.

Other Title III, Part A programs include:

Program	Assistance Listing Number
Strengthening Institution Program (SIP)	84.031A and 84.031F
Asian American Native American Pacific Islander-Serving Institutions Program (AANAPISI)	84.031L
Native American-Serving Non-Tribal Institutions Program (NASNTI)	84.031X
Tribally Controlled Colleges and Universities Program (TCCU)	84.031T

In addition, if an institution currently holds a Title III, Part A ANNH Individual Development Grant Award or is the lead for a Cooperative Development Arrangement Grant Award, please see the table, below, to determine whether you may receive grant awards from this competition:

Type of Grant Currently Held	Type of Grant You May Apply For Under This Competition
*Individual Development Grants (Part A) – ONLY	May submit an application as the lead and potentially receive funding for a Cooperative Arrangement Development Grant Award.
**Cooperative Arrangement Development Grants (Lead) (Part A) - ONLY	May submit an application for and potentially receive funding for an Individual Development Grant Award.
Individual Development Grant and Cooperative Development Grant (Lead) – CONCURRENTLY	May not receive funding from this competition UNLESS one or both grants end on September 30, 2024.

An eligible ANNH institution may submit only ONE grant application for an Individual Development Grant and only ONE grant application as the lead of a Cooperative Arrangement Development Grant.

*If your current individual development grant ends on September 30, 2024, you may also apply for an individual development grant.

**If your current cooperative arrangement development grant ends on September 30, 2024, you may apply as a lead institution.

Please note that an institution may partner with a lead institution on a Cooperative Arrangement Development Grant. Only the lead institution must meet the eligibility requirements. The lead institution is responsible for applying for the grant award.

Competitive Preference Priorities (Optional)

There are two Competitive Preference Priorities (CPPs) for the FY 2024 competition. Responses are optional. CPP 1 is worth up to 4 points and CPP 2 is worth up to 8 points. The CPPs are:

Competitive Preference Priority 1:

Meeting Student Social, Emotional, and Academic Needs (up to 4 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students (as defined in the notice), by creating a positive, inclusive, and identity-safe climate at IHEs through one or more of the following activities:

(a) Fostering a sense of belonging and inclusion for underserved students.

(b) Implementing evidence-based practices for advancing student success for underserved students.

Competitive Preference Priority 2

Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success (up to 8 points).

Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by addressing one or more of the following priority areas:

(a) Increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs, which may include strategies related to college preparation, awareness, application, selection, advising, counseling, and enrollment.

(b) Supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, career services, credit-bearing academic undergraduate courses focused on career, and programs to meet basic needs, such as housing, childcare, transportation, student financial aid, and access to technological devices.

Note: Under 34 CFR 607.10(c)(13), grantees **may not** use funds awarded under this program to pay directly for childcare and transportation expenses. Grantees also **may not** use funds awarded under this program for student financial aid.

(c) Supporting the development and implementation of high-quality and accessible learning opportunities, including learning opportunities that are accelerated or hybrid online; credit-bearing; work-based; and flexible for working students.

(d) Providing secondary school students with access to career exploration and advising opportunities to help students make informed decisions about their postsecondary enrollment decisions and to place them on a career path.

Invitational Priorities (Optional)

There are two Invitational Priorities (IPs). A response to the IP is optional. There are zero points assigned to the IP. The Invitational Priorities are:

Invitational Priority 1:

Projects that support activities to strengthen and institutionalize Native language preservation and revitalization.

Invitational Priority 2:

Projects that address the challenges related to the national wildfire emergency. **(Native Hawaiian-serving institutions)**

Allowable Activities and Program Regulations

Authorized grant activities for the ANNH program are listed in Title III, Part A, Section 317 of the Higher Education Act, as amended (HEA):
https://uscode.house.gov/view.xhtml?req=(title:20%20section:1059d%20edition:prelim)

Applicants should review the program regulations for guidance on which activities and costs are allowable (34 CFR §607.10(b)(14)). Applicants should also review the program regulations for unallowable activities (34 CFR §607.10(c)):

Allowable Activities:
https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-607/subpart-A/section-607.10#p-607.10(b)(14)

Unallowable Activities:
https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-607/subpart-A/section-607.10#p-607.10(c)

For further guidance, applicants should also review the Uniform Guidance (2 CFR §200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards):
https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200#subject-group-ECFRea20080eff2ea53

Page Limits and Points

Individual Development Grants

Application Section	Recommended Page Limit	Where to attach in Grants.gov	Maximum Points
Selection Criteria (Individual)	55	Project Narrative Attachment Form	100
CPP 1	5	Other Attachment Form	4
CPP 2	5	Other Attachment Form	8
IP 1	5	Other Attachment Form	0
IP 2	5	Other Attachment Form	0
Total Recommended Page Limit	**75**	**Maximum possible points:**	**112**

Cooperative Arrangement Development Grants

Application Section	Recommended Page Limit	Where to attach in Grants.gov	Maximum Points
Selection Criteria (Coop)	75	Project Narrative Attachment Form	100
CPP 1	5	Other Attachment Form	4
CPP 2	5	Other Attachment Form	8
IP 1	5	Other Attachment Form	0
IP 2	5	Other Attachment Form	0
Total Recommended Page Limit	**95**	**Maximum possible points:**	**112**

Program Profile and Abstract

All applicants are strongly encouraged to submit an ANNH Program Profile Form, which contains the tie-breaker information. This form is also where the applicant will self-certify as an Alaska Native or Native-Hawaiian-serving institution. If you do not submit this form and there is a tie-breaker situation, your institution may **not** be considered in the tie-breaker.

Applicants are asked to carefully read question #4 on the Program Profile Form regarding the self-certification as an Alaska Native or Native Hawaiian-serving institution.

All applicants must provide an abstract limited to one single-spaced page. The abstract should be uploaded as a **PDF file only**. Complete instructions for submitting the abstract are included in the Instructions for Completing the Application Package.

Electronic Submission of Application

Applications must be submitted electronically using Grants.gov, accessible through its portal page at: http://www.grants.gov. Applicants are required to follow the Common Instructions for

Applicants to Department of Education Discretionary Grant Programs published in the *Federal Register* on December 7, 2022 and available at www.federalregister.gov/d/2022-26554.

The Grants.gov site does not allow applicants to "un-submit" applications. Therefore, if you discover that changes or additions are needed once your application has been accepted and validated by the Department, you must "re-submit" the application. Please know that, if the Department receives duplicate applications, we will accept and process the application with the latest "date/time received" validation.

The application must be received on or before the deadline date and time. **Late applications will not be accepted.** We suggest that you submit your application several days before the deadline. The Department must adhere to the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date.

General Education Provisions Act (GEPA)

All applicants are required to complete the GEPA 427 Standard Form in Grants.gov.
See pg. 53 for more details.

Format of Applications

We recommend that you limit the application narrative to no more than 55 pages for an Individual Development Grant, and to no more than 75 pages for a Cooperative Arrangement Development Grant. We also recommend that you use the following standards: a "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides; double-space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs; use a font that is either 12 point or larger, and no smaller than 10 pitch (characters per inch); and use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. We also recommend that you limit your responses to CPP 1 to no more than five pages, CPP 2 to no more than five pages, Invitational Priority 1 to no more than five pages, and Invitational Priority 2 to no more than five pages. The Notice contains additional information governing formatting instructions.

All attachments must be in PDF format only. Other types of files will not be accepted.

Notice to Successful Applicants

The Department's Office of Legislation and Congressional Affairs will inform Congress regarding applications approved for new program grants. Successful applicants will receive award notices by mail or e-mail shortly after Congress is notified. No funding information will be released before Congress is notified.

Notice to Unsuccessful Applicants

Unsuccessful applicants will be notified in writing following the notice to successful applicants.

Technical Assistance

A pre-application technical assistance webinar will be provided by the competition manager.

Grants.gov Submission Procedures and Tips for Applicants

Revised 12/2023

IMPORTANT – PLEASE READ FIRST

U.S. Department of Education

Grants.gov Submission Procedures and Tips for Applicants

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

Browser Support

The latest versions of Microsoft Internet Explorer (IE), Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues. Grants.gov no longer provides support for Microsoft Internet Explorer 9 or below.

For additional information or updates, please see the Grants.gov Browser information in the Applicant FAQs: http://www.grants.gov/web/grants/applicants/applicant-faqs.html#browser

ATTENTION – Workspace, Adobe Forms and PDF Files

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application. For each funding opportunity announcement (FOA), you can create individual instances of a workspace.
Below is an overview of applying on Grants.gov. For access to complete instructions on how to apply for opportunities, refer to: https://www.grants.gov/web/grants/applicants/workspace-overview.html

1) Create a Workspace: Creating a workspace allows you to complete it online and route it through your organization for review before submitting.

2) Complete a Workspace: Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.

    a. Adobe Reader: If you decide not to apply by filling out web forms you can download individual PDF forms in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drives, then accessed through Adobe Reader.
    NOTE: Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at: https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html

b. Mandatory Fields in Forms: In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.

c. Complete SF-424 Fields First: The forms are designed to fill in common required fields across other forms, such as the applicant name, address, and Unique Entity Identifier (UEI) Number. Once it is completed, the information will transfer to the other forms.

3) Submit a Workspace: An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application package at least 24-48 hours prior to the close date to provide you with time to correct any potential technical issues that may disrupt the application submission.

4) Track a Workspace Submission: After successfully submitting a workspace application, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

For additional training resources, including video tutorials, refer to https://www.grants.gov/web/grants/applicants/applicant-training.html.

Helpful Reminders

1) **REGISTER EARLY** – Grants.gov registration involves many steps including registration on SAM (www.sam.gov), which usually takes approximately 7 to 10 business days, but can take longer depending on the completeness and accuracy of the data entered into the SAM database by an applicant. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. Please note that once your SAM registration is active, it will take 24-48 hours for the information to be available in Grants.gov, and before you can submit an application through Grants.gov. For detailed information on the Registration Steps, please go to: http://www.grants.gov/web/grants/register.html. Please note that your organization will need to update its SAM registration annually.

   To register in SAM.gov, click on the "Get Started" link under the "Register Your Entity…" heading in SAM.gov. Grantees, and other entities wanting to do business with the U.S. Department of Education (e.g., entities applying for a grant), that are not already registered in SAM.gov must complete the "Register Entity" registration option and NOT the "Get a Unique Entity ID" option. The "Get a Unique Entity ID" option, which is not a full registration, is only available to entities for reporting purposes. Failing to complete the "Register Entity" option may result in loss of funding, loss of applicant eligibility, and/or delays in receiving a grant award. Information about SAM is available at www.SAM.gov. To further assist you with registering in SAM or updating your existing SAM registration, see the Quick Start Guide for Grant Registrations and the Entity Registration Video at https://sam.gov/content/entity-registration.

2) **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.** The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.

   You must provide the UEI on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This UEI is assigned to your organization in SAM at the time your organization registers in SAM. If you do not enter the UEI assigned by SAM on your application, Grants.gov will reject your application.

3) **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. For a successful submission, the date/time received should be earlier than 11:59:59 p.m. Eastern Time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once the Department of Education receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov's Track My Application link.

   If the date/time received is later than 11:59:59 p.m. Eastern Time, on the deadline date, your application is late. If your application has a status of "Received" it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: http://www.grants.gov/web/grants/applicants/encountering-error-messages.html. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at: http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?
If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: mailto:support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

We discourage paper applications, but if electronic submission is not possible (e.g., you do not have access to the internet), (1) you must provide a prior written notification that you intend to submit a paper application and (2) your paper application must be postmarked by the application deadline date. If you submit your prior written notification by email, it must be received by the Department no later than 14 calendar days before the application deadline date. If you mail your notification to the Department, it must be postmarked no later than 14 calendar days before the application deadline date (See the 2022 Common Instructions for detailed instructions regarding this procedure).

Helpful Hints When Working with Grants.gov

Please go to http://www.grants.gov/web/grants/support.html for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this Grants.gov link: http://www.grants.gov/web/grants/applicants/applicant-faqs.html as well as additional information on Workspace at https://www.grants.gov/web/grants/applicants/applicant-faqs.html#workspace.

Slow Internet Connections
When using a slow internet connection, such as a dial-up connection, to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g., cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. Failure to fully upload an application by the deadline date and time will result in your application being marked late in the G5 system. **If you do not have access to a high-speed internet connection, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than 14 calendar days before the application deadline date.** (See the Federal Register notice for detailed instructions and the 2022 Common Instructions.)

Attaching Files – Additional Tips
Please note the following tips related to attaching files to your application:

- When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in either Portable Document Format (PDF) or Microsoft Word.

Although applicants have the option of uploading any narrative sections and all other attachments to their application in either PDF or Microsoft Word, we **recommend** applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.

- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.
- Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.

Application Transmittal Instructions

This program requires the electronic submission of applications; specific requirements and waiver instructions can be found in the Federal Register NIA.

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the Grants.gov Web site (http://www.grants.gov) by 11:59:59 p.m. (Eastern Time) on or before the closing date of April 29, 2024.

If you submit your application through the Internet via the Grants.gov Web site, you will receive an automatic acknowledgement when we receive your application.

For more information on using Grants.gov, please refer to NIA that was published in the Federal Register or visit http://www.grants.gov.

Other Submission Instructions

For detailed instructions on applications sent by mail or delivery, please review the Common Instructions for Applicants to Department of Education Discretionary Grant Programs Notice, published in the Federal Register on December 7, 2022 (87 FR 75045), and available at: www.federalregister.gov/d/2022-26554.

Late Applications

If your application is late, we will notify you that we will not consider the application.

Notice Inviting Applications

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Alaska Native and Native Hawaiian-Serving Institutions Program, Part A

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2024 for the Alaska Native and Native Hawaiian-Serving Institutions (ANNH) Program, Part A, Assistance Listing Numbers 84.031N (Alaska Native) and 84.031W (Native Hawaiian). This notice relates to the approved information collection under OMB control number 1840-0810.

DATES:

Applications Available: February 27, 2024.

Deadline for Transmittal of Applications: April 29, 2024.

Deadline for Intergovernmental Review: June 26, 2024.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on

December 7, 2022 (87 FR 75045) and available at www.federalregister.gov/d/2022-26554. Please note that these Common Instructions supersede the version published on December 27, 2021.

FOR FURTHER INFORMATION CONTACT: Robyn Wood, U.S. Department of Education, 400 Maryland Avenue, SW, 5th Floor, Washington, DC 20202-4260. Telephone: (202) 987-1577. Email: Robyn.Wood@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The ANNH Program provides grants to eligible institutions of higher education (IHEs) to enable them to improve and expand their capacity to serve Alaska Native and Native Hawaiian students. Institutions may use these grants to plan, develop, or implement activities that strengthen the institution.

Background:

The Alaska Native and Native Hawaiian populations experience disparities in college access and completion. A 2018 report found that degree attainment for Alaska Native adults at

the associate's degree level and higher was 11 percent, compared to over 43 percent for White adults in Alaska.[1] In three-year American Community Survey data (2011–2013), the bachelor's degree attainment rate for Native Hawaiians was 20.5 percent, and the national bachelor's degree attainment rate was 29.1 percent.[2] The degree attainment gap between Native Hawaiians and White adults was 21 percentage points, according to a 2018 report.[3] In addition, according to U.S. Census Bureau data, 53% of Native Hawaiians had not enrolled in any postsecondary education, as compared to 54.9% of the total U.S. population who had attended college.[4] To increase access to, and success in, postsecondary education by Alaska Native and Native Hawaiian students, the Department, through the FY 2024 ANNH competitive preference priorities, encourages projects that are designed to reduce these disparities by addressing students' social, emotional, and academic needs, as well as projects designed to

[1] Pilar, W. D. (2018, November 15). Degree attainment for Native American adults. Degree Attainment for Native American Adults. https://edtrust.org/resource/degree-attainment-for-native-american-adults/#:~:text=Degree%20attainment%20for%20Native%20Hawaiians%20is%20significantly%20higher,points%20higher%20than%20degree%20attainment%20for%20Native%20Alaskans.

[2] Teranishi, R. T., Le, A., Gutierrez, R. A. E., Venturanza, R., Hafoka, 'Inoke, Gogue, D. T.-L., & Uluave, L. (2019). APIA scholars -- Asian Pacific Islander American scholars : APIA scholars. Native Hawaiians and Pacific Islanders in Higher Education: A Call to Action. https://apiascholars.org/wp-content/uploads/2019/12/NHPI_Report.pdf

[3] Pilar, W. D. (2018, November 15). Degree attainment for Native American adults. Degree Attainment for Native American Adults. https://edtrust.org/resource/degree-attainment-for-native-american-adults/#:~:text=Degree%20attainment%20for%20Native%20Hawaiians%20is%20significantly%20higher,points%20higher%20than%20degree%20attainment%20for%20Native%20Alaskans.

[4] Teranishi, R. T., Le, A., Gutierrez, R. A. E., Venturanza, R., Hafoka, 'Inoke, Gogue, D. T.-L., & Uluave, L. (2019). APIA scholars -- Asian Pacific Islander American scholars : APIA scholars. Native Hawaiians and Pacific Islanders in Higher Education: A Call to Action. https://apiascholars.org/wp-content/uploads/2019/12/NHPI_Report.pdf

increase access and success in postsecondary education.

Through the first invitational priority in this competition, the Department seeks to encourage Alaska Native and Native Hawaiian-serving institutions to support Native language revitalization and preservation. There are more than 200 Tribal communities without living speakers of their native language.[5] Prior to the Native American Languages Act of 1990, Native languages were excluded from classrooms, and the Federal Indian boarding school system "discouraged and prevented" the use of Alaska Native and Native Hawaiian languages.[6] Furthermore, the COVID-19 pandemic had a devastating impact on Native language communities, especially among the elderly population, who are often fluent Native language speakers.[7]

Through the second invitational priority, the Department encourages projects to support Native Hawaiian-serving institutions impacted by the wildfires that occurred in August 2023 on the island of Maui. According to the National Fire Protection Association, the 2023 Maui wildfire ranked among the

[5] Committee on Indian Affairs. (2018, August 22). Examining Efforts to Maintain and Revitalize Native Language for Future Generations. https://www.govinfo.gov/content/pkg/CHRG-115shrg32539/html/CHRG-115shrg32539.htm

[6] Newland, B. (2022, May). Federal Indian Boarding School Initiative Investigative Report. https://www.bia.gov/sites/default/files/dup/inline-files/bsi_investigative_report_may_2022_508.pdf

[7] Suave, M. (2021, May 26). Examining the COVID-19 response in Native Communities. Testimony from Michelle Sauve on Examining the COVID-19 Response in Native Communities: Native Languages One Year Later before Senate Committee on Indian Affairs. https://www.hhs.gov/about/agencies/asl/testimony/2021/05/26/examining-the-covid-19-response-in-native-communities.html

top 10 deadliest wildfires on record since 1871.[8] The disaster has had a devastating impact on the State's economy.[9]

Priorities: This notice contains two competitive preference priorities and two invitational priorities. The competitive preference priorities are from the Secretary's Supplemental Priorities and Definitions for Discretionary Grants Programs, published in the *Federal Register* on December 10, 2021 (86 FR 70612) (Supplemental Priorities).

Competitive Preference Priorities: For FY 2024 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i), we award up to an additional 4 to 8 points to an application for each priority, depending on how well the application meets the priorities. Applicants may respond to one or both priorities, for a total of up to 12 additional points.

These priorities are:

Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs (up to 4 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on

[8] Carli, L. (2023, August 12). Maui wildfire one of deadliest in U.S. history. Nfpa.org. https://www.nfpa.org/news-blogs-and-articles/blogs/2023/09/19/maui-wildfire-one-of-deadliest-in-us-history?l=41

[9] UHERO Forecast for the State of Hawai'i: Wildfires deliver heavy blow to Maui economy - UHERO (hawaii.edu)

underserved students, by creating a positive, inclusive, and identity-safe climate at IHEs through one or both of the following activities:

(a) Fostering a sense of belonging and inclusion for underserved students. (up to 2 points)

(b) Implementing evidence-based practices for advancing student success for underserved students. (up to 2 points)

Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success (up to 8 points).

Projects that are designed to increase postsecondary education access, affordability, completion, and success for underserved students by addressing one or more of the following priority areas:

(a) Increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs, which may include strategies related to college preparation, awareness, application, selection, advising, counseling, and enrollment. (up to 2 points)

(b) Supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, career services, credit-bearing academic undergraduate courses focused on career, and

programs to meet basic needs, such as housing, childcare and transportation, student financial aid, and access to technological devices. (up to 2 points)

Note: Under 34 CFR 607.10(c)(13), grantees may not use funds awarded under this program to pay directly for childcare and transportation expenses. Grantees also may not use funds awarded under this program for student financial aid.

(c) Supporting the development and implementation of high-quality and accessible learning opportunities, including learning opportunities that are accelerated or hybrid online; credit-bearing; work-based; and flexible for working students. (up to 2 points)

(d) Providing secondary school students with access to career exploration and advising opportunities to help students make informed decisions about their postsecondary enrollment decisions and to place them on a career path. (up to 2 points)

Invitational Priorities: For FY 2024 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are invitational priorities. Under 34 CFR 75.105(c)(1), we do not give an application that meets these invitational priorities a competitive or absolute preference over other applicants.

These priorities are:

Invitational Priority 1.

Projects that support activities to strengthen and institutionalize Native language preservation and revitalization.

Invitational Priority 2.

In the case of Native Hawaiian-serving institutions, projects that address the challenges related to the national wildfire emergency.

Note: Applicants must include in the one-page abstract submitted with the application a statement indicating whether they are addressing Competitive Preference Priority 1, Competitive Preference Priority 2, Invitational Priority 1, Invitational Priority 2, any combination of these priorities, or all of these priorities. If the applicant has addressed the priorities, this information also must be listed on the ANNH Program Profile form in the application booklet.

Definitions: The definitions below apply to this competition and are from 20 U.S.C. 1059d, 20 U.S.C. 7517, 20 U.S.C 7546, 43 U.S.C. 1602, 34 CFR 77.1, and the Final Priorities and Definitions - Secretary's Supplemental Priorities and Definitions for Discretionary Grants Programs (86 FR 70612).

Alaska Native has the same meaning as the term "Native" has in section 1602(b) of title 43 and includes the descendants of individuals so defined. (20 U.S.C. 7546)

Alaska Native-serving institution means an institution of

higher education that-

(1) Is an eligible institution under section 1058(b) of title 20; and

(2) At the time of application, has an enrollment of undergraduate students that is at least 20 percent Alaska Native students. (20 U.S.C. 1059d)

Demonstrates a rationale means 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. (34 CFR 77.1)

Evidence Based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale.

Fiscal year means the Federal fiscal year--a period beginning on October 1 and ending on the following September 30. (34 CFR 77.1)

Grantee means the legal entity to which a grant is awarded and that is accountable to the Federal Government for the use of the funds provided. The grantee is the entire legal entity even if only a particular component of the entity is designated in the grant award notice (GAN). For example, a GAN may name as the grantee one school or campus of a university. In this case, the granting agency usually intends, or actually intends, that the named component assume primary or sole responsibility for

administering the grant-assisted project or program. Nevertheless, the naming of a component of a legal entity as the grantee in a grant award document shall not be construed as relieving the whole legal entity from accountability to the Federal Government for the use of the funds provided. (This definition is not intended to affect the eligibility provision of grant programs in which eligibility is limited to organizations that may be only components of a legal entity.) The term "grantee" does not include any secondary recipients, such as subgrantees and contractors, that may receive funds from a grantee pursuant to a subgrant or contract. (34 CFR 77.1)

Logic model (also referred to as theory of action) means 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. (34 CFR 77.1)

Note: In developing logic models, applicants may want to use resources such as the Regional Educational Laboratory Program's (REL Pacific) Education Logic Model Application User Guide, available at https://ies.ed.gov/ncee/rel/regions/pacific/pdf/ELMUserGuideJune2014.pdf. Other sources include: Logic Models: At tool for effective program planning, collaboration and monitoring

(https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014025.pdf), and Logic models: A tool for designing and monitoring program evaluations (https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014007.pdf), and Logic models for program design, implementation, and evaluation: Workshop toolkit (https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf)

Military- or veteran-connected student means one or more of the following:

(1) A child participating in an early learning program, a student enrolled in preschool through grade 12, or a student enrolled in career and technical education or postsecondary education who has a parent or guardian who is a member of the uniformed services (as defined by 37 U.S.C. 101), in the Army, Navy, Air Force, Marine Corps, Coast Guard, Space Force, National Guard, Reserves, National Oceanic and Atmospheric Administration, or Public Health Service or is a veteran of the uniformed services with an honorable discharge (as defined by 38 U.S.C. 3311).

(2) A student who is a member of the uniformed services, a veteran of the uniformed services, or the spouse of a service member or veteran.

(3) A child participating in an early learning program, a

student enrolled in preschool through grade 12, or a student enrolled in career and technical education or postsecondary education who has a parent or guardian who is a veteran of the uniformed services (as defined by 37 U.S.C. 101). (86 FR 70612)

Native means a citizen of the United States who is a person of one-fourth degree or more Alaska Indian (including Tsimshian Indians not enrolled in the Metlaktla Indian Community) Eskimo, or Aleut blood, or combination thereof. The term includes any Native as so defined either or both of whose adoptive parents are not Natives. It also includes, in the absence of proof of a minimum blood quantum, any citizen of the United States who is regarded as an Alaska Native by the Native village or Native group of which he claims to be a member and whose father or mother is (or, if deceased, was) regarded as Native by any village or group. Any decision of the Secretary regarding eligibility for enrollment shall be final. (43 U.S.C. 1602b)

Native Hawaiian means any individual who is-

(1) A citizen of the United States; and

(2) A descendant of the aboriginal people who, prior to 1778, occupied and exercised sovereignty in the area that now comprises the State of Hawaii, as evidenced by-

(i) Genealogical records;

(ii) Kupuna (elders) or Kamaaina (long-term community residents) verification; or

(iii) Certified birth records. (20 U.S.C. 7517)

Native Hawaiian-serving institution means an institution of higher education which-

(1) Is an eligible institution under section 1058(b) of title 20; and

(2) At the time of application, has an enrollment of undergraduate students that is at least 10 percent Native Hawaiian students. (20 U.S.C. 1059d)

Project component means 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 (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers). (34 CFR 77)

Relevant outcome means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program. (34 CFR 77)

Underserved student means a student in one or more of the following subgroups:

(1) A student who is living in poverty or is served by schools with high concentrations of students living in poverty.

(2) A child or student with a disability.

(3) A lesbian, gay, bisexual, transgender, queer or

questioning, or intersex (LGBTQI+) student.

(4) A pregnant, parenting, or caregiving student,

(5) A student impacted by the justice system, including a formerly incarcerated student.

(6) A student who is the first in their family to attend postsecondary education.

(7) A student who is working full-time while enrolled in postsecondary education.

(8) A student enrolling in or seeking to enroll in postsecondary education for the first time at the age of 20 or older.

(9) A student who is enrolled in or is seeking to enroll in postsecondary education who is eligible for a Pell Grant.

(10) A military- or veteran- connected student.

(86 FR 70612)

Program Authority: 20 U.S.C. 1059d.

Note: In 2008, the HEA was amended by the Higher Education Opportunity Act of 2008 (HEOA), Pub. L. 110-315. Please note that the regulations for ANNH in 34 CFR part 607 have not been updated to reflect these statutory changes. The statute supersedes all other regulations.

Note: Projects will be awarded and must be operated in a manner consistent with the nondiscrimination requirements contained in the Federal civil rights laws.

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The regulations for this program in 34 CFR part 607. (e) The Supplemental Priorities.

II. Award Information

Type of Award: Discretionary grants. Five-year Individual Development Grants and Cooperative Arrangement Development Grants will be awarded in FY 2024.

Note: A cooperative arrangement is an arrangement to carry out allowable grant activities between an institution eligible to receive a grant under this part and one or more other eligible or ineligible IHEs, under which the resources of the cooperating institutions are combined and shared to better achieve the purposes of this part and avoid costly duplication of effort.

Estimated Available Funds: The Administration has requested $25,044,000 for ANNH in FY 2024, of which we intend to use an estimated $17,299,105 for new awards. The actual level of

funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in subsequent years from the list of unfunded applications from this competition.

Individual Development Grants:

Estimated Range of Awards: $850,000 - $900,000 per year.

Estimated Average Size of Awards: $875,000 per year.

Maximum Award: We will not make an award exceeding $900,000 for a single budget period of 12 months.

Estimated Number of Awards: 6.

Cooperative Arrangement Development Grants:

Estimated Range of Awards: $950,000 - $1,000,000 per year.

Estimated Average Size of Awards: $975,000 per year.

Maximum Award: We will not make an award exceeding $1,000,000 for a single budget period of 12 months.

Estimated Number of Awards: 12.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 60 months.

III. Eligibility Information

1.a. *Eligible Applicants*: This program is authorized by title III, part A, of the HEA. At the time of submission of their applications, applicants must certify that an Alaska Native-serving institution has an enrollment of undergraduate students that are at least 20 percent Alaska Native students or that a Native Hawaiian-serving institution has an enrollment of undergraduate students that is at least 10 percent Native Hawaiian students. An assurance form, which is included in the application materials for this competition, must be signed by an official for the applicant and submitted with this application.

To qualify as an eligible institution under the ANNH Program, an institution also must--

(i) Be accredited or preaccredited by a nationally recognized accrediting agency or association that the Secretary has determined to be a reliable authority as to the quality of education or training offered;

(ii) Be legally authorized by the State in which it is located to be a junior or community college or to provide an educational program for which it awards a bachelor's degree;

(iii) Demonstrate that it (1) has an enrollment of needy students as described in 34 CFR 607.3; and (2) has low average education and general expenditures per full-time equivalent (FTE) undergraduate student as described in 34 CFR 607.4.

b. *Relationship between the Title III, Part A Programs and the Developing Hispanic-Serving Institutions (HSI) Program*: A grantee under the HSI Program, which is authorized under title V of the HEA, may not receive a grant under any HEA, title III, part A program. 20 U.S.C. 1101d. The title III, part A programs are the Strengthening Institutions Program, the ANNH program, the Tribally Controlled Colleges and Universities Program, the Asian American and Native American Pacific Islander-Serving Institutions Program, the Predominantly Black Institutions Program, and the Native American-Serving Nontribal Institutions Program. Furthermore, a current title III, Part A or title V program grantee may not give up its grant to receive a grant under ANNH, as described in 34 CFR 607.2(g)(1).

An eligible IHE that is not a current grantee under the above-cited programs may apply for a FY 2024 grant under all title III, part A programs for which it is eligible, as well as receive consideration for a grant under the HSI program. However, a successful applicant may receive only one grant, as described in 34 CFR 607.2(g)(1).

c. *Individual Development and Cooperative Arrangement Grants*: An eligible IHE that submits applications for an Individual Development Grant and a Cooperative Arrangement Development Grant in this competition may be awarded both in the same fiscal year. However, we will not award a second

Cooperative Arrangement Development Grant to an otherwise eligible IHE as the lead institution for an award year for which the IHE already has a Cooperative Arrangement Development Grant as the lead institution under the ANNH Program. A grantee with an Individual Development Grant or a Cooperative Arrangement Development Grant may be a partner in one or more Cooperative Arrangement Development Grants. The lead institution in a Cooperative Arrangement Development Grant must be an eligible institution. Partners are not required to be eligible institutions.

2. a. *Cost Sharing or Matching*: This program does not require cost sharing or matching.

b. *Supplement-Not-Supplant*: This program involves supplement-not-supplant funding requirements. Grant funds must be used so that they supplement and, to the extent practical, increase the funds that would otherwise be available for the activities to be carried out under the grant and in no case supplant those funds (34 CFR 607.30(b)).

c. Administrative Cost Limitation: This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to Cost Principles described in 2 CFR part 200 subpart E of the Uniform Guidance.

3. *Subgrantees*: A grantee under this competition may not

award subgrants to entities to directly carry out project activities described in its application.

IV. Application and Submission Information

1. *Application Submission Instructions*: Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on December 7, 2022 (87 FR 75045), and available at www.federalregister.gov/d/2022-26554, which contain requirements and information on how to submit an application. Please note that these Common Instructions supersede the version published on December 27, 2021.

2. *Intergovernmental Review*: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

3. *Funding Restrictions*: We specify unallowable costs in 34 CFR 607.10(c). We reference additional regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

4. *Recommended Page Limit*: The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to no more than 55 pages

for Individual Development Grants and to no more than 75 pages for Cooperative Arrangement Development Grants and (2) use the following standards below. If you are addressing one or more priorities, we recommend that you limit your response to no more than an additional 20 pages total, 5 additional pages for Competitive Preference Priority 1, 5 additional pages for Competitive Preference Priority 2, 5 additional pages for Invitational Priority 1, and 5 additional pages for Invitational Priority 2. Please include a separate heading when responding to one or more competitive or invitational priorities.

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.

- Double-space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.

- Use a font that is either 12 point or larger and no smaller than 10 pitch (characters per inch).

- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget

justification; the assurances and certifications; or the one-page abstract and the bibliography. However, the recommended page limit does apply to all of the application narrative.

Note: The Budget Information Non-Construction Programs form (ED 524) sections A-C are not the same as the narrative response to the Budget section of the selection criteria.

V. Application Review Information

1. *Selection Criteria*: The following selection criteria for this competition are from 34 CFR 607.22(a) through (g) and 34 CFR 75.210. Applicants should address each of the following selection criteria separately for each proposed activity. The selection criteria are worth a total of 100 points. The maximum score for each criterion is noted in parentheses. An applicant that also chooses to address the competitive preference priorities can earn up to 112 total points.

(a) *Quality of the applicant's comprehensive development plan*. (up to 20 points)

The extent to which--

(1) The strengths, weaknesses, and significant problems of the institution's academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution.

(5 points)

(2) The goals for the institution's academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis.
(5 points)

(3) The objectives stated in the plan are measurable, related to institutional goals, and, if achieved, will contribute to the growth and self-sufficiency of the institution. (5 points)

(4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources. (5 points)

(b) *Quality of activity objectives*. (up to 15 points)

The extent to which the objectives for each activity are--

(1) Realistic and defined in terms of measurable results. (8 points)

(2) Directly related to the problems to be solved and to the goals of the comprehensive development plan. (7 points)

(c) *Quality of the project design*. (up to 12 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the extent to

which the proposed project demonstrates a rationale.

(d) *Quality of implementation strategy*. (up to 16 points)

The extent to which--

(1) The implementation strategy for each activity is comprehensive. (6 points)

(2) The rationale for the implementation strategy for each activity is clearly described and is supported by the results of relevant studies or projects. (6 points)

(3) The timetable for each activity is realistic and likely to be attained. (4 points)

(e) *Quality of key personnel*. (up to 8 points)

The extent to which--

(1) The past experience and training of key professional personnel are directly related to the stated activity objectives. (4 points)

(2) The time commitment of key personnel is realistic. (4 points)

(f) *Quality of project management plan*. (up to 10 points)

The extent to which--

(1) Procedures for managing the project are likely to ensure efficient and effective project implementation. (5 points)

(2) The project coordinator and activity directors have sufficient authority to conduct the project effectively,

including access to the president or chief executive officer. (5 points)

(g) *Quality of evaluation plan*. (up to 12 points)

The extent to which--

(1) The data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan. (6 points)

(2) The data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan. (6 points)

(h) *Budget*. (up to 7 points)

The extent to which the proposed costs are necessary and reasonable in relation to the project's objectives and scope.

2. *Review and Selection Process*: We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the

applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary requires various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

A panel of three non-Federal reviewers will review and score each application in accordance with the selection criteria and the competitive preference priorities. A rank order funding slate will be made from this review. Awards will be made in rank order according to the average score received from the peer review.

In tie-breaking situations for development grants, under 34 CFR 607.23(b), we must award additional points in the following three areas. We award one additional point to an application from an IHE that has an endowment fund of which the current market value, per full-time equivalent enrolled student, is less than the average current market value of the endowment funds, per FTE enrolled student, at comparable type institutions that offer similar instruction. We award one additional point to an application from an IHE that has expenditures for library materials per FTE enrolled student that are less than the

average expenditure for library materials per FTE enrolled student at similar type institutions. We also add one additional point to an application from an IHE that proposes to carry out one or more of the following activities--

(1) Faculty development;

(2) Funds and administrative management;

(3) Development and improvement of academic programs;

(4) Acquisition of equipment for use in strengthening management and academic programs;

(5) Joint use of facilities; and

(6) Student services.

For the purpose of these funding considerations, we use 2021-2022 data.

If a tie remains after applying the tie-breaker mechanism above, priority will be given to applicants that have the lowest endowment values per FTE enrolled student.

3. *Risk Assessment and Specific Conditions*: Consistent with 2 CFR 200.206, before awarding grants under this program the Department conducts a review of the risks posed by applicants. Under 2 CFR 200.208, the Secretary may impose specific conditions and, under 2 CFR 3474.10, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management

system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

4. *Integrity and Performance System*: If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently $250,000), under 2 CFR 200.206(a)(2), we must make a judgment about your integrity, business ethics, and record of performance under Federal awards--that is, the risk posed by you as an applicant--before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through the System for Award Management. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that, if the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds $10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually. Please review the requirements in 2 CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive

exceed $10,000,000.

5. *In General*: In accordance with the Office of Management and Budget's guidance located at 2 CFR part 200, all applicable Federal laws, and relevant Executive guidance, the Department will review and consider applications for funding pursuant to this notice inviting applications in accordance with:

(a) Selecting recipients most likely to be successful in delivering results based on the program objectives through an objective process of evaluating Federal award applications (2 CFR 200.205);

(b) Prohibiting the purchase of certain telecommunication and video surveillance services or equipment in alignment with section 889 of the National Defense Authorization Act of 2019 (Pub. L. No. 115—232) (2 CFR 200.216);

(c) Providing a preference, to the extent permitted by law, to maximize use of goods, products, and materials produced in the United States (2 CFR 200.322); and

(d) Terminating agreements in whole or in part to the greatest extent authorized by law if an award no longer effectuates the program goals or agency priorities (2 CFR 200.340).

VI. Award Administration Information

1. *Award Notices*: If your application is successful, we

notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. *Administrative and National Policy Requirements*: We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. *Open Licensing Requirements*: Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works.

Additionally, a grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. This dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements please refer to 2 CFR 3474.20.

4. *Reporting*: (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

5. *Performance Measures*: The Secretary has established the following key performance measures for the purpose of Department reporting under 34 CFR 75.110.

(a) The percentage change, over the 5-year period, of the number of full-time degree-seeking undergraduates enrolled at Alaska Native and Native Hawaiian-Serving Institutions (*Note*: This is a long-term measure, which will be used to periodically gauge performance);

(b) The percentage of first-time, full-time degree-seeking undergraduate students at 4-year Alaska Native and Native Hawaiian-Serving Institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same Alaska Native and Native Hawaiian-Serving Institution;

(c) The percentage of first-time, full-time degree-seeking undergraduate students at 2-year Alaska Native and Native Hawaiian-Serving Institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same Alaska Native and Native Hawaiian-Serving Institution;

(d) The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year Alaska Native and Native Hawaiian-Serving Institutions who graduate within 6 years of enrollment; and

(e) The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year Alaska Native and Native Hawaiian-Serving Institutions who graduate within 3 years

of enrollment.

6. *Continuation Awards*: In making a continuation award under 34 CFR 75.253, the Secretary considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application.

In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Other Information

Accessible Format: On request to the program contact person listed under FOR FURTHER INFORMATION CONTACT, individuals with disabilities can obtain this document and a copy of the application package in an accessible format. The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb

drive, an MP3 file, braille, large print, audiotape, or compact disc, or other accessible format.

Electronic Access to This Document: The official version of this document is the document published in the *Federal Register*. You may access the official edition of the *Federal Register* and the Code of Federal Regulations at www.govinfo.gov. At this site you can view this document, as well as all other documents of this Department published in the *Federal Register*, in text or Portable Document Format (PDF). To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the *Federal Register* by using the article search feature at www.federalregister.gov. Specifically, through the advanced feature at this site, you can limit your search to documents published by the Department.

Dated: 2-22-2024

/s/

Nasser H. Paydar,
Assistant Secretary for Postsecondary Education.

Program Statute

Legislation:

- Higher Education Act of 1965, as amended; Alaska Native and Native Hawaiian-serving institutions; Title III, Part A, §1059d; CFDA 84.031N(Alaska Native) and 84.031W (Native Hawaiian)

- Higher Education Opportunity Act of 2008 §304

Regulations:

- 34 CFR Part 607.1-607.31

Government-wide Guidance:

- Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200).

Intergovernmental Review of Federal Programs
EXECUTIVE ORDER 12372

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism—or the distribution of responsibility between localities, States, and the Federal government—by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state. Further information about the State Single Point of Contact process and a list of names by State can be found at:

https://www.whitehouse.gov/wp-content/uploads/2023/06/SPOC-list-as-of-2023.pdf

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372—ALN# 84.031N/W, U.S. Department of Education, room 7E200, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 11:59:59 p.m. (Eastern Time) on the closing date indicated in this notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. ***Do not send applications to the above address.***

General Education Provisions Act (GEPA)

Effective April 3, 2023, applicants are required to complete the new GEPA 427 form in Grants.gov. Previously, applicants created a general statement in response to the GEPA requirement.

The updated form requires responses to four questions. These four questions will assist applicants in identifying specific barriers to equitable access by describing in detail how the applicant will address those barriers consistent with GEPA 427.

Applicants may identify *any* barriers that may impede equitable access and participation in the proposed project activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

Applicants are encouraged to take the computer-based training, *Ensuring Equitable Opportunities Under the GEPA 427* on the ED.gov website at Grants Training and Management Resources, Online Grants Training Courses (ed.gov) and to visit the Department of Education Equity Action Plan.

Instructions for completing the GEPA 427 Form can be found on the ED.gov website at Grant Application and Other Forms (ed.gov).

Performance Indicators

The Department of Education has prepared a strategic plan for 2022-2026. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The 2022-2026 plan includes the following five goals:

Goal 1: Promote equity in student access to educational resources, opportunities, and inclusive environments.

Goal 2: Support a diverse and talented educator workforce and professional growth to strengthen student learning.

Goal 3: Meet students' social, emotional, and academic needs.

Goal 4: Increase postsecondary value by focusing on equity-conscious strategies to address access to high-quality institutions, affordability, completion, post-enrollment success, and support for inclusive institutions.

Goal 5: Enhance the Department's internal capacity to optimize the delivery of its mission.

What are the performance indicators for the Alaska Native and Native Hawaiian-Serving Institution (ANNH) Program?

The performance indicators for the ANNH program are part of the Department's plan for meeting Goal 4. The specific goal for the ANNH program is "to increase the number of individuals trained at the highest academic level" in the areas of national need.

The performance indicators for the ANNH program are as follows:

1. The number of full-time degree-seeking undergraduates enrolled at ANNH institutions.

   Note that this is a long-term measure, which will be used periodically to gauge performance, beginning in FY 2009.

2. The percentage of first-time, full-time degree-seeking undergraduate students at 4-year ANNH institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same ANNH institution.

3. The percentage of first-time, full-time degree-seeking undergraduate students at 2-year ANNH institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same ANNH institution.

4. The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-

year ANNH institutions graduating within six years of enrollment.

5. The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year ANNH institutions who graduate within three years of enrollment.

6. The cost per successful program outcome: federal cost per undergraduate and graduate degree at ANNH institutions**.**

How does the Department of Education determine whether performance goals have been met?

An applicant that receives a grant award will be required to submit annual progress reports and a final report as a condition of the award. The reports will document the extent to which project goals and objectives are met.

Instructions for Completing the Application Package

The ANNH application consists of the following sections. These sections are organized in the same manner that the submitted application should be organized. Remember to upload all forms and sections and follow carefully the Grants.gov application instructions. The sections are as follows:

Standard Forms

- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Information form for SF 424

Note:

- Applicants must complete the Application for Federal Assistance SF 424 first because some of the information provided here is automatically inserted into other sections of the Grants.gov application package.
- Do not attach any narratives, supporting files, or application components to the SF 424. Although the form accepts attachments, the Department of Education will only review materials/files attached to the forms listed below.

U.S. Department of Education Budget Summary Forms:

- ED 524 (Section A and Section B)

The "**U.S. Department of Education Budget Information for Non-Construction Programs"** is where applicants provide budget information for Section A – Budget Summary U.S. Department of Education Funds and Section B – Budget Summary Non-Federal Funds. Applicants should include costs for all project years. Note: Section C – Budget Narrative should be included in the "Budget Narrative Attachment Form."

Assurances for Non-Construction Programs (SF-424B)

Disclosure of Lobbying Activities (SF-LLL)

GEPA Section 427 Form

ED Abstract Form:
Attach your one-page project abstract that will provide an overview of the proposed project.

Project Narrative Attachment Form:
The project narrative should include narrative responses to the selection criteria. Please include a Table of Contents as the first page of the application narrative. We recommend that your project narrative is no more than 55 pages for Individual Development Grants and 75 pages for

Cooperative Arrangement Development Grants. The project narrative should be consecutively numbered.

Budget Narrative Attachment Form:
The budget narrative should include a detailed line-item budget to justify costs are reasonable and necessary to accomplish the proposed project objectives. Note: The selection criterion also requires a budget section that you will respond to as a part of your project narrative (selection criteria).

Program Profile:
Included in this application is an ANNH Program Profile. This form should be attached to the "Other Attachments Form" in Grants.gov.

Other Attachments:
In this section, you will include your responses to the priorities.

**** Grants.gov Upload Requirements****:

Please review the ***Grants.gov Submission Procedures and Tips for Applicants*** for upload requirements.

Instructions for Addressing the Project Narrative

The project narrative shall be attached to the "Project Narrative Attachment Form" in Grants.gov.

Before preparing the Project Narrative, applicants should review the program statute, program regulations, the Federal Register Notice, the Dear Applicant Letter, and the Competition Highlights for specific guidance and requirements.

The Secretary evaluates an application according to the program specific criteria identified in 34 CFR §607.22 and 34 CFR §75.210. The Project Narrative should provide in detail the responses to each selection criterion. The maximum possible score for each category of selection criterion is indicated in parenthesis. For ease of reading by the reviewers, applicants should follow the sequence of the criteria as provided below. Applications should be written in a concise and clear manner. We recommend you limit the section of the narrative that addresses the selection criteria to no more than 55 pages for an individual development grant and to no more than 75 pages for a cooperative arrangement development grant.

Selection Criteria:

The maximum score that any application may receive on the selection criteria is 100 points. The selection criteria and factors for applications in this competition are as follows:

Applicants should address each of the following ANNH selection criteria (required):

Criterion	Points Value
Quality of Comprehensive Development Plan	20
Quality of Activity Objectives	15
Quality of Project Design	12
Quality of Implementation Strategy	16
Quality of Key Personnel	8
Quality of Project Management Plan	10
Quality of Evaluation Plan	12
Quality of Budget	7
Total Maximum Points	**100**

Optional

Competitive Preference Priorities	Points Value
CPP 1: Meeting Student Social, Emotional, and Academic Needs Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students (as defined in this notice), by creating a positive, inclusive, and identity-safe climate at IHEs through one or more of the following activities: (a) Fostering a sense of belonging and inclusion for underserved students. (up to 2 points) (b) Implementing evidence-based practices for advancing student success for underserved students. (up to 2 points)	4
CPP 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success (up to 5 points). Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by addressing one or more of the following priority areas: (a) Increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs, which may include strategies related to college preparation, awareness, application, selection, advising, counseling, and enrollment. (up to 2 points) (b) Supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, career services, credit-bearing academic undergraduate courses focused on career, and programs to meet basic needs, such as housing, childcare, transportation, student financial aid, and access to technological devices. (up to 2 points) (c) Supporting the development and implementation of high-quality and accessible learning opportunities, including learning opportunities that are accelerated or hybrid online; credit-bearing; work-based; and flexible for working students. (up to 2 points) (d) Providing secondary school students with access to career exploration and advising opportunities to help students make informed decisions about their postsecondary enrollment decisions and to place them on a career path. (up to 2 points)	8
Invitational Priorities	
IP 1: Projects that support activities to strengthen and institutionalize Native language preservation and revitalization.	0
IP 2: In the case of Native Hawaiian-serving institutions, projects that address the challenges related to the national wildfire emergency.	0
Total Maximum Priority Points	**12**

ANNH grants are institutional grants. They are designed to strengthen Alaska Native and Native Hawaiian institutions to expand their capacity to serve Alaska Natives and Native Hawaiians. Therefore, the activities you propose should achieve long-term and substantive change at the institution. This is why there is a selection criterion that specifically asks about the how the particular implementation of the selected activities was chosen – whether based on existing literature or a successful project at a similar institution (Quality of Implementation Strategy).

The Department has added a selection criterion whereby applicants submit a logic model. That logic model should be a visual depiction that displays the rationale for the chosen activities, including the expected objectives and outcomes. To create a logic model for an ANNH grant, we recommend you examine the data regarding the strengths and weaknesses of your organization, in order to identify the problem to be solved. Once the problem(s) is (are) identified, the next step is to establish the desired outcome/outcomes—the long-term change that is expected to result. Knowing what is effective (strengths), what is less effective (weaknesses) and what you want to achieve (long term outcome), you can now determine what you will do (activity/activities) to reach your long-term outcome (after 5 years of ANNH funding) and your yearly outcomes. Though there is no need to attach a study for the FY 2024 competition, the activity chosen should be validated by existing studies that have explored that particular method. The goal is the same, long-term outcomes to strengthen the institution, the difference is the method—an attached study is not required.

The following guidance may assist you in addressing the questions that will be used to evaluate your responses to the selection criteria:

(a) <u>Quality of Comprehensive Development Plan</u> (Maximum: 20 points) The extent to which-

(1) The strengths, weaknesses, and significant problems of the institution's academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution. (5 points)

***Content*:** Separately describe and analyze your institution's strengths, weaknesses, and significant problems in the following three areas as they relate to <u>each</u> proposed activity:

1. Academic programs,
2. Institutional management, and
3. Fiscal stability.

We are considering "weaknesses" and "significant problems" to be one and the same. Use the grant funds to address some of these weaknesses and problems. Here are some guidelines for stating the problems:

- State what is "too high" or what is "too low." For example, the percentage of freshmen students who fail four courses is too high. When you state the problem this way, the objectives become obvious. Such as, "to decrease, from 42 percent to 30 percent, the percentage of freshmen students who fail four courses."

- Avoid problem statements that declare the problem as "the lack of " or "the need for" the very solution you are proposing for funding. Such as, “the problem with our academic programs is a lack of or need for student services outside the classroom. Thus, we propose an activity to establish those student services." This type of statement usually contains circular reasoning.

- Provide summaries of or excerpts from recent data, reports, evaluations or studies that demonstrate that you have objectively and thoroughly analyzed your institution’s main problems.

- Describe the process you used to formulate the above information.

- Provide evidence of the extent and nature of the faculty, staff, students, community, industry, and other major constituents' involvement in this process. You may rely on previously written information, such as a self-study for accreditation, as long as your process for developing the information involved the major constituencies' representatives and reflects your institution's current situation.

(2) The goals for the institution’s academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis. (5 points)

Content: Based on a comprehensive analysis of your institution's strengths, weaknesses, and significant problems, separately state the institutional goals as they relate to <u>each</u> proposed activity you plan to address using Title III, Part A ANNH Program funds. These will be the overall goals you expect from the successful implementation of the activity/activities.

(3) The objectives stated in the plan are measurable, related to institutional goals, and, if achieved, will contribute to the growth and self-sufficiency of the institution. (5 points)

Content: Focusing only on the overall (5-year) institutional outcomes/objectives that are specifically related to your proposed Title III, Part A, ANNH Program activities, separately provide measurable objectives for how you will reach each of the goals as you discussed in #2. Achieving the objectives outlined should contribute to the growth and self-sufficiency of the institution. For example, by revamping the curriculum (academic stability) to include technology and other pedagogical best practices, the goal is to increase the retention of first-year students by 40% by 9/30/20XX. These outcomes/objectives are directly related to the individual activity objectives, but they are not the same. These are the cumulative result of each activity’s objectives. To continue with the above example, yearly objectives will show shorter increases in retention of first-year students—5% in year one, 10% in year two 20% in year three, 30% in year four and 40% in year five.

Describe in measurable terms how objectives are related to the goals of the institution. The description should include details on the following:

<u>Specific Tasks</u>
Institutionalize personnel, programs, and services.

Methods Involved
Operational funding budgeted and allocated to sustain improvements.

Tangible Results
Program, services, and personnel fully institutionalized.

(4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources. (5 points)

Content: In this section, separately describe the following for each proposed activity:

The methods your institution will use to integrate practices and improvements developed into its operations and, if appropriate, continue them after the grant ends. For example, provide specifics on how your institution will obtain approval from appropriate internal and/or external governance authorities to conduct new or revised curricula and use new intervention strategies. What will the time period be for these actions?

Provide the resources you will need to institutionalize newly developed practices and improvements and, most importantly, how you will fund them. In particular, discuss how your institution will fund operational costs such as personnel, maintenance, and upgraded equipment. For example, one way to ensure that positions continue after the grant ends is for your institution to pay a percentage of the salary during the grant and increase that percentage during years two, three, four, and five.

Your response should be clear, specific, and realistic. It is not realistic to solely depend on revenue from the expected increase in retention or enrollment (long-term outcome) to fund the institutionalization of the activity/activities. Should these increases not materialize, how will the institution continue to implement successful activities?

(b) Quality of Activity Objectives (Maximum: 15 Points)

(1) The extent to which the objectives for each activity are realistic and defined in terms of measurable results. (8 points)

Content: State your yearly objectives, separately for each activity, which, when combined with their performance indicator(s), are measurable and realistic (not too high, not too low). Connect each objective to the problem or weakness it should address, as you described in the CDP. In addition:

- DO NOT identify process objectives such as: "To establish a college-wide committee", whose measurement is: "We formed a committee." Identify processes or tasks under the Implementation Strategy as discussed next.

- DO NOT begin your objective with words such as "to provide," "to develop," or "to establish." This heightens the likelihood you may be describing a process or task rather than an outcome objective.

- DO use words such as "to increase" or "to decrease" since you are more likely to be describing a genuine, outcome objective. However, please add a measurable target by which you will increase or decrease your proposed action and a date by which you expect the increase or decrease to be completed.

- DO provide a realistic number of objectives and performance indicators for <u>each</u> proposed activity and for each year you are requesting funds for that activity.

For example:
Objective:
- By the end of year 2 (9/30/20XX) 30% of all incoming freshmen will have a college pathway plan established.

Some Possible Performance Indicators:
- Train an additional 15 faculty members on advising methods by October 30, 20XX
- By October 1st, schedule advising appointments for 60% of incoming freshmen.
- Send electronic reminders to all scheduled students (60% of incoming freshmen) regarding their upcoming appointments.

(2) The extent to which the objectives for each activity are directly related to the problems to be solved and to the goals of the comprehensive development plan. (7 points)

Content: Separately describe how meeting the objectives of <u>each</u> proposed activity will address a problem identified in the CDP and affect your institution's ability to address its goals for its academic programs, institutional management, or fiscal stability.

If you need funds for more than one activity, you may propose different start and end dates and vary the duration of each. For example, you may need only three years to develop a new curriculum but five years to develop a new management information system. Any proposed activity should address a critical problem that the CDP describes as hindering institutional growth and self-sufficiency.

Please note that **there <u>is</u> a difference between the objectives mentioned in the CDP section and the objectives in this section**. The word objective is equal to the word goals in the CDP section. The CDP objectives are the "grand" objectives, such as to increase enrollment, retention, and strengthen fiscal stability. For example, you have a problem with retention and, realize that those dropping out are low-income and/or minority students who need additional academic assistance. You design an activity to offer intensive advising, a first-year experience (FYE) program, etc. In this example, the CDP goals/objectives would be something like increase freshman retention by 5% at the end of the grant (current baseline 55%).

Your activity objectives would be those tasks directly related to the activity you have decided to implement to address your retention issue. Those would perhaps include, by Y5, 100% of courses with high DFW rates across Departments (15) will have established learning communities (3 by Y2, 7 by Y3, etc.). Performance Indicators would be: By the end of Y1, instructors for all 3 gateway courses (6 instructors) are trained in creating learning communities.

If you are a visual learner, please see the table below. Note that the table has different examples, to provide more options.

CDP Objective--OUTCOMES	**Activity**	**Activity Objectives**	**Performance Indicators-- OUTPUTS**
By end of the grant, increase retention of FT degree-seeking students by 5% (current baseline 55%).	Create internal support systems via tutoring, mentoring, and learning communities.	By Fall of Year 2, 25% of at-risk students will enroll in learning communities to increase a sense of belonging. (Year 3 40%; Year 4 50%; Year 5 65%.)	By the end of Year 1, identify courses and build block schedules for 20 learning communities (750 students) to be implemented in Year 2. (Year 3: 18 new sections (1200 total students); Year 4 12 new sections (2100 total students); Year 5: 12 sections (1800 students).
By end of the grant, increase retention of FT degree-seeking students by 5% (current baseline: 55%).	Create internal support systems via tutoring, mentoring, and learning communities.	By Fall of Year 2, 25% of at-risk students will enroll in learning communities to increase sense of belonging. (Year 3: 40%; Year 4: 50%; Year 5: 65%.)	Sense of belonging survey designed and administered Year 1 to establish baseline. Year 2 to 5, sense of belonging survey administered with the goal of 2.5% annual increase from prior year.
By the end of the grant, decrease the number of students in academic probation by 50% (baseline: 1,250 students).	Develop and scale recovery courses for students on academic probation.	By the end of Year 1, the academic probation recovery course will be available to 50% of students on probation. (Year 2: 60%; Year 3: 70%; Year 4 75%; Year 5 100%)	By the end of Year 1, recruit and train 10 additional UNIV 1101 instructors for Fall 202X courses. (Year 2: 12 instructors; Year 3: 12 instructors; Year 4 12 instructors)

(c) <u>Quality of the Project Design</u> (Maximum: 12 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project demonstrates a rationale.

Definitions:

Demonstrates a rationale means 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.

Logic model (also referred to as theory of action) means 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.

Project component means 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 (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers).

Relevant outcome means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.

Content: A logic model shows the reasoning of your project, what resources you have, how you will implement them and what you expect to change as a result of those actions. In your logic model, include the main institutional objectives that you outline in your CDP (increase retention, graduation, etc.), as part of your long-term outcomes. The connections between the resources, individual activities and outputs should show how they all "feed" into achieving the overall goals of the CDP (and the program—the performance measures on page 51).

As defined above, the logic model is analogous to the theory of action/theory of change. Theory of change shows the ideas (activities) that are expected to lead to change (outcomes). Theory of action details how the theory of change is delivered/implemented. A logic model encompasses both. This means that **your logic model and your Implementation Strategy are in direct relationship to each other.** The goals and activities in the logic model should also be listed in the implementation strategy table and vice-versa.

A logic model does not have to be only one page; it can be longer. We encourage applicants to provide a thorough and detailed logic model. Nevertheless, you may not be able to include every component of the inputs, activities, outputs and outcomes of your proposed project. These complete, detailed steps needed for the thorough grant execution should be entirely represented in your Implementation Strategy section of the application.

When creating a logic model, it is usually best to start with your end in mind. What is your overall goal (outcomes = CDP and program performance goals)? Build your logic model by

reverse engineering. How are you going to achieve these goals (activities)? What are the tangible measures that will indicate you are on the right path (outputs)?

In general,

- Inputs are fixed characteristics that serve as resources or barriers for organizational or student change.
- Activities are the intended development, implementation, or restructuring of projects, programs, and services.
- Outputs are evidence that the intended activities are being implemented (participation rates or numbers served).
- Outcomes are student or organizational changes in attitudes, behaviors, knowledge, skills, status, or levels of functioning.
    - Short-term outcomes reflect yearly/bi-yearly changes.
    - Long-term outcomes are the changes you will see after 5 years of grant implementation.
- Impacts are what you hope happens to your students or organization as a result of the long-term outcomes. These include changes you expect to see after institutionalizing the grant activities, which should include the program performance indicators.

Do not just include a logic model. There should be a narrative section (can be a table) that explains the study chosen to validate the activity selection and how the activity aligns with the selected study.

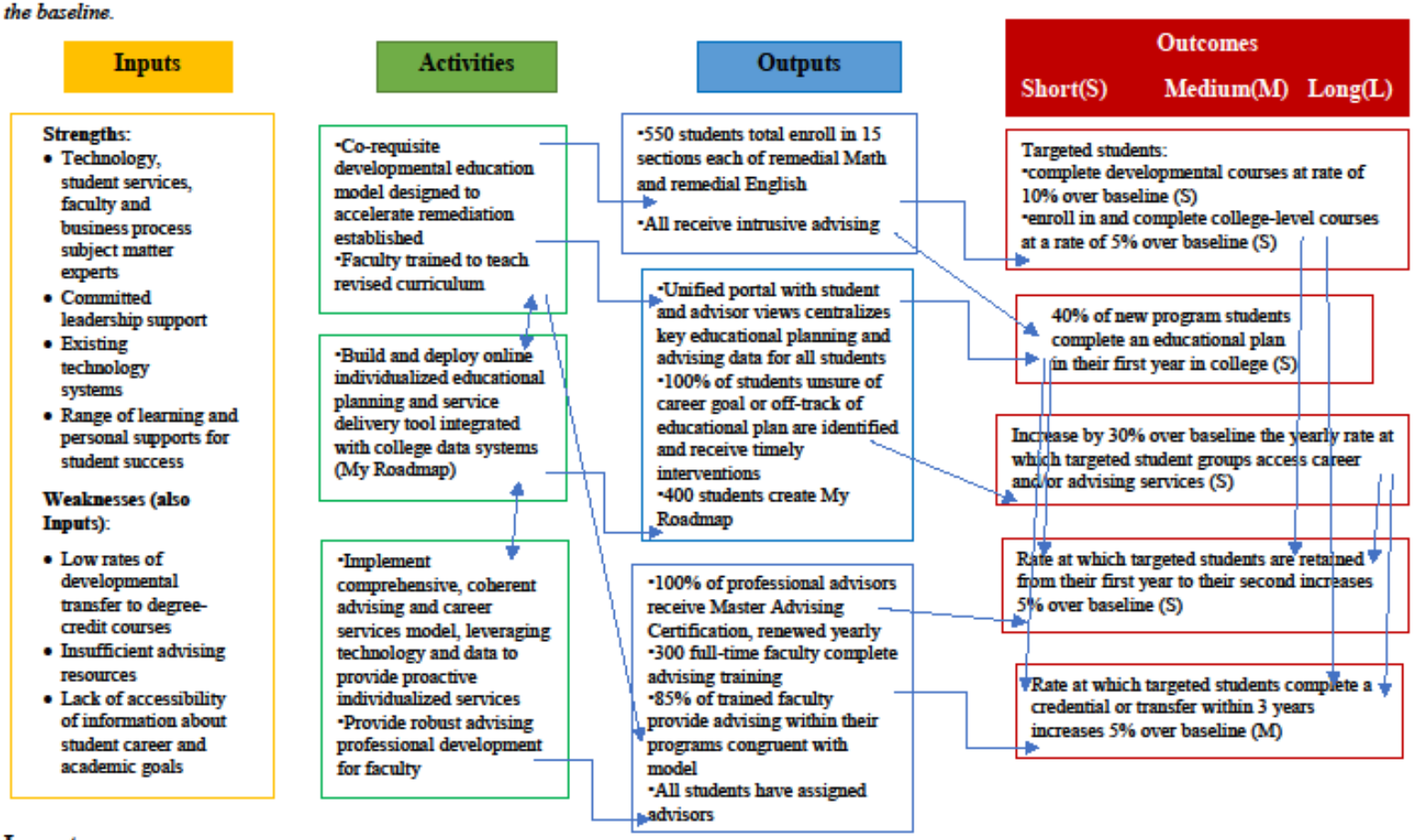
In developing logic models, you may want to use resources such as the Regional Educational Laboratory Program's (REL Pacific) Education Logic Model Application User Guide, available at The ELM Application (ed.gov).

Other sources include: Logic models: A tool for effective program planning, collaboration, and monitoring (ed.gov), Logic models: A tool for designing and monitoring program evaluations (ed.gov), and Logic models for program design, implementation, and evaluation: Workshop toolkit (ed.gov).

We have also included a sample logic model below, to assist you with the development of the logic model and the ANNH grant.

Logic Model

***Overall Outcome/Goal**: To increase developmental education completion by 40%; student persistence by 5%; graduation by 5%; and transfer rates by 5% over the baseline.*



Impacts:

- Increased enrollments and tuition revenue - Sustainable IT infrastructure - Institutionalized faculty advising - More efficient use of advising resources
- Improved access and success for low-income and underrepresented students - Transformed delivery of developmental education

(d) <u>Quality of Implementation Strategy</u> (Maximum: 16 Points)

(1) The extent to which the implementation strategy for each activity is comprehensive. (6 points)

(2) The extent to which the rationale for the implementation strategy for each activity is clearly described and is supported by the results of relevant studies or projects. (6 points)

Content: For each proposed activity, explain why you chose a specific method for implementing that activity. Indicate the relevant studies that you reviewed and experts that you consulted. In this section, expand on the selected study that guided your project and logic model. While you are not required to use a study cleared by the What Works Clearinghouse (WWC), as in recent years, keep in mind that a study is not an article in a magazine or newspaper. Studies are peer-reviewed and generally appear in journals or books.

(3) The timetable for each activity is realistic and likely to be attained. (4 points)

- Chart an implementation strategy to meet your objectives for each year you are requesting funds and for each activity.

- Use time frames that are realistic for completing a task. Chart each of the five years using the budget period of October 1 to September 30.

- Describe in a comprehensive, sequential and clear manner who will do what and how they will do it to meet the objectives of each activity.

- Identify, by title, the primary participants who will carry out the tasks to meet the objectives. Describe how the personnel will perform the tasks and the results you expect from them.

(e) <u>Quality of Key Personnel</u> (Maximum: 8 Points)

(1) The extent to which the experience and training of key professional personnel are directly related to the stated activity objectives. (4 points)

(2) The extent to which the time commitment of key personnel is realistic. (4 points)

Content: For each proposed activity, list, by title which positions are being proposed to manage the Title III grant and describe the qualifications you require of that position and the amount of time each person will allot to the proposed activity. **This information should be included for all staff that are key for the successful implementation of the grant, not only the project director or the Activity Director, regardless of whether they are paid by the grant or by the institution.** For example, in a project that requires significant software and IT hardware updates, the institution's IT manager's experience and training are relevant and should be included.

If you want to use a consultant, explain why a consultant is more advantageous than using the institution's personnel.

Include the director/coordinator's required qualifications (education, experience, training) and the specific duties of the position. Directly relate the duties to the stated purposes and objectives of the project.

Indicate how much time (level of effort) the Title III, Part A, director/coordinator and other key staff will commit to the project. Make the time commitment realistic, not too high nor too low, and relative to the tasks the individual will perform.

Note: Your Title III, Part A director/coordinator's time commitment to a project may vary considerably from that in another project or another institution's project. One project focused on developing a management information system, for example, may have a director/coordinator who is the director of technology in the ordinary hierarchy of the college. They may allot 10 percent time to coordinate the project for which the college will pay. On the other hand, a new coordinator of a faculty development project may be an instructional developer with a 50 percent time or 100 percent time commitment paid for with Title III, Part A, funds. Carefully think through the management structure and time commitment that will work best at your institution and specify the reasons for your choice.

(f) <u>Quality of Project Management Plan</u> (Maximum: 10 Points)

(1) The extent to which procedures for managing the project are likely to ensure efficient and effective project implementation. (5 points)

(2) The extent to which project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer. (5 points)

Content:

- Describe the procedures the project director/project coordinator will use to manage and monitor the project's progress such as how information will be provided to key administrators so they can integrate project activities with related, on-going institutional activities.

- Describe the project director/project coordinator administrative authority over the activity director(s) who is normally responsible for accomplishing a specific activity's objectives. Also, describe the administrative authority of the activity director(s) over subordinates.

- Chart the lines of authority of the project director/project coordinator to key institutional decision makers, including the president.

(g) <u>Quality of Evaluation Plan</u> (Maximum: 12 Points)

(1) The extent to which the data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure

the success of the project in achieving the goals of the comprehensive development plan. (6 points)

Content:
For each proposed activity, describe the data collection procedures the institution will use to identify the data elements, objectives, and goals identified in the CDP. Include measure attainment of each proposed activity. Include procedures for analyzing and using both formative and summative data.

The overall impact indicator, the goals and the objectives in the implementation of this grant have been identified. How will they be measured? What elements need to be measured? How will information on those elements be collected? How often? Who is going to do it? Will it be an internal evaluator (an institutional staff member) or an external one? What are the benefits of the chosen measures? When will the evaluator begin work?

For the Title III, ANNH Program, the evaluation plan should produce a valid assessment of the implementation strategies. It should also result in annual, quantifiable evidence of the attainment of objectives for each activity and of the goals in the CDP.

(2) The data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan. (6 points)

Content: For each proposed activity, describe in detail the project's evaluation plan, including who, what, when and how. Define the baseline indicators of progress that you will use. Once the above data are established, how will they be analyzed to show what the yearly (formative) and the 5-year (summative) results are? Will the analysis lead to obtaining formative and summative results, ones that are clearly linked to the activity objectives and the CDP goals?

The detailed evaluation plan should:

- Produce a valid assessment of your implementation strategies;
- Result in annual, quantifiable evidence of the extent to which you attained your objectives for each activity and your goals for which funding is requested;
- Include the data elements and collection procedures that you will use; and
- Describe procedures for analyzing and using both formative and summative data.

All applicants must submit a plan to conduct a project evaluation as part of their grant activities. The planned evaluation should be systematic in assessing the worth of a project and useful in guiding project objectives and focus primarily on determining the outcomes and impacts of the project relative to those objectives. The evaluation should also serve to strengthen the management of the project and lead to better knowledge of what works in producing the desired outcomes.

An individual or organization, independent of the project team (and all of its partners), but not necessarily external to the grantee institution, should execute the project evaluation plan. This independent evaluator should assist in the initial preparation of the evaluation plan and be willing to work alongside the project team throughout the duration of the project. The evaluator should possess good evaluation skills commonly found among practitioners of the American Evaluation Association.

The project director and team should be committed to gathering the best evaluation data possible for formative and summative purposes. Projects should collect baseline data before the project starts as a basis for measuring progress.

(h) <u>Budget</u> (Maximum: 7 Points)

The extent to which the proposed costs are necessary and reasonable in relation to the project's objectives and scope.

Content: Review the program regulations (34 CFR 607.10 and 607.30) for guidance on which activities and costs are allowable. For example, you may **<u>not</u>** use your grant funds to:

- Recruit students;
- Carry out activities that are operational rather than developmental;
- Carry out student activities such as entertainment, cultural or social enrichment programs, student publications, social clubs or associations;
- Pay for organized fund raising and;
- Cover indirect costs.

Prepare a separate, detailed, budget narrative **for each proposed activity for each year** you are requesting grant funds. Demonstrate and justify that all costs are reasonable in today's market and necessary to accomplish your activity objectives. For each activity, provide itemized costs (in dollars), and a narrative justification to support your request for:

- Personnel
- Fringe Benefits
- Travel
- Equipment
- Supplies
- Contractual
- Construction
- Other
- Total

You must provide details so we can determine if the costs are allowable, necessary and reasonable.

Note: The Title III, Part A, ANNH Program, ALN 84.031 N&W, does not reimburse grantees for indirect costs they incur in carrying out a project funded under this program. Therefore, applicants should not show any dollar amounts for indirect costs on either line 10 of the application budget form (ED 524) or in their budget narrative. Applicants should also be aware that un-reimbursed indirect costs under grants of this program may not be charged as direct cost items in the same award, used to satisfy matching or cost-sharing requirements, or charged to another Federal award.

Note: Check all combined totals for the proposed activity budgets and compare it to the total on the ED 524. The totals must match.

U. S. Department of Education Budget Information Non-Construction Programs (Section A - Budget Summary U.S. Department of Education Funds and Section B – Budget Summary Non-Federal Funds (ED 524 form)).

First, carefully read the instructions contained in this document. Then, using the Department of Education Budget Information for Non-Construction Programs (ED 524) form, prepare a budget for the entire project that totals all the costs for each year of the grant.

Instructions for Addressing the Priorities

Competitive Preference Priorities:

CPP 1: Meeting Student Social, Emotional, and Academic Needs (up to 4 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students (as defined in this notice), by creating a positive, inclusive, and identity-safe climate at IHEs through one or more of the following activities:

(a) Fostering a sense of belonging and inclusion for underserved students. (up to 2 points)

(b) Implementing evidence-based practices for advancing student success for underserved students. (up to 2 points)

- The response to this priority is optional
- An applicant may receive up to four points for this priority.
- We recommend five pages maximum to address CPP 1.
- Attach your response to the "Other Attachments" form in Grants.gov, titled "Competitive Preference Priority 1 Response.

CPP 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success (up to 8 points).

Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by addressing one or more of the following priority areas:

(a) Increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs, which may include strategies related to college preparation, awareness, application, selection, advising, counseling, and enrollment. (up to 2 points)

(b) Supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, career services, credit-bearing academic undergraduate courses focused on career, and programs to meet basic needs, such as housing, childcare, transportation, student financial aid, and access to technological devices. (up to 2 points)

(c) Supporting the development and implementation of high-quality and accessible learning opportunities, including learning opportunities that are accelerated or hybrid online; credit-bearing; work-based; and flexible for working students. (up to 2 points)

(d) Providing secondary school students with access to career exploration and advising opportunities to help students make informed decisions about their postsecondary enrollment decisions and to place them on a career path. (up to 2 points)

- The response to this priority is optional
- An applicant may receive up to eight points assigned to this priority
- We recommend five pages maximum to address CPP 2.
- Attach your response to the "Other Attachments" form in Grants.gov, titled "Competitive Preference Priority 2 Response.

Invitational Priorities:

IP 1: Projects that support activities to strengthen and institutionalize Native language preservation and revitalization.

- The response to this priority is optional.
- There are no points assigned to this priority
- We recommend five pages maximum to address IP 1.
- Attach your five-page response to the "Other Attachments" form in Grants.gov, titled "Invitational Priority 1 Response".

IP 2: In the case of Native Hawaiian-serving institutions, projects that address the challenges related to the national wildfire emergency.

- The response to this priority is optional.
- There are no points assigned to this priority
- We recommend five pages maximum to address IP 2.
- Attach your five-page response to the "Other Attachments" form in Grants.gov, titled "Invitational Priority 2 Response".

Instructions for Standard Forms

To obtain instructions for standard forms included in this application package, please visit Grant Application and Other Forms (ed.gov).

Other Information and Guidance

- Supplemental Information and Instructions
- Program Profile Instructions

Supplemental Information and Instructions

ANNH Program Profile: All applicants must complete the information requested on this page. Using the profile, the applicant will provide information on Assurances and Eligibility. **Do not modify, amend or delete any of this document.**

Applicants must copy and paste this page into a separate document or recreate the page exactly as it appears. Then, complete the page, save it to your computer and attach it to the "ANNH Program Profile Form," in Grants.gov, as a .PDF document. Do not modify or amend the contents of the form in any way.

Page Limits: The project narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We have established recommended page limits for Individual Development and Cooperative Arrangement Development Grant applications. It is recommended to limit the section of the narrative that addresses the selection criteria to no more than 55 pages for the Individual Development Grant. For the Cooperative Arrangement Development Grant, the recommended page limit is 75 pages. It is recommended that you use up to five additional pages for your response to Competitive Preference Priority 1, up to five additional pages for your response to Competitive Preference Priority 2, up to five pages for Invitational Priority 1, and up to five additional pages for Invitational Priority 2.

The page limit does not apply to Part I, the Application for Federal Assistance (SF 424); the Department of Education Supplemental Information form (SF 424); Part II, Budget Information—Non-Construction Programs (ED Form 524); Part IV, the assurances and certifications; or the one-page project abstract, program activity budget detail form and supporting narrative, and the five-year plan. However, the page limit does apply to all of the project narrative section (Part III), including the budget narrative of the selection criteria. You must include your complete response to the selection criteria in the project narrative.

Formatting Requirements: A ''page'' is 8.5″ x 11″, on one side only, with 1 inch margins at the top, bottom, and both sides. Double space (no more than three lines per vertical inch) all text in the application narrative, **including** titles, headings, footnotes, quotations, references, captions and all text in charts, tables, and graphs. Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. Use font size 12 or larger and no smaller than 10 pitch (characters per inch).

84.031 N & W Alaska Native and Native Hawaiian-Serving Institutions Program Profile

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

OPE ID #_____

1. INSTITUTION (Legal Name):

_____

2. Are you applying as a Branch Campus? _____YES _____NO

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

Project Address: _____

City: _____State: _____Zip: _____

4. Alaska Native and Native Hawaiian-Serving Institutions Certification:

☐ **By checking this box (or placing an "X" beside it)**, the applicant certifies pursuant to the statutory requirements governing the Alaska Native and Native Hawaiian-Serving Institutions Program, authorized under Title III, Part A, Section 317 of the Higher Education Act of 1965, as amended (HEA) by the Higher Education Opportunity Act of 2008 (HEOA) that:

The named institution of higher education, at the time of application, has an enrollment of undergraduate students that is at least twenty percent (20%) Alaska Native (84.031N) or ten percent (10%) Native Hawaiian (84.031W). The term "Alaska Native" means a citizen of the United States who is a person of one-fourth degree or more Alaska Indian (including Tsimshian Indians not enrolled in the Metlaktla Indian Community) Eskimo, or Aleut blood, or combination thereof. The term includes any Native as so defined either or both of whose adoptive parents are not Natives. It also includes, in the absence of proof of a minimum blood quantum, any citizen of the United States who is regarded as an Alaska Native by the Native village or Native group of which he claims to be a member and whose father or mother is (or, if deceased, was) regarded as Native by any village or group. Any decision of the Secretary regarding eligibility for enrollment shall be final. (See 43 U.S. Code §1602-Definitions) The term "Native Hawaiian" means any individual who is—

(A) a citizen of the United States; and

(B) a descendant of the aboriginal people who, prior to 1778, occupied and exercised sovereignty in the area that now comprises the State of Hawaii, as evidenced by—
(i) genealogical records;

(ii) Kupuna (elders) or Kamaaina (long-term community residents) verification; or

(iii) certified birth records. (See 20 U.S. Code §7517 – Definitions)

5. Cooperative Arrangement for Participating Institutions: The applicant institution must provide *for each Participating Institution: the Institution Name, DUNS Number, Location (City and State).*

Institution Name	DUNS Number	City	State

6. Priorities

Responded to Competitive Preference Priority 1: _____YES _____NO

Responded to Competitive Preference Priority 2: _____YES _____NO

Responded to Invitational Priority 1: _____YES _____NO

Responded to Invitational Priority 2: _____YES _____NO

7. Tie-Breaker Information

If the selection process ends in a tie and funds are not sufficient to fund all institutions, we will use the information provided here to determine who will receive a grant. In accordance with the Code of Federal Regulations; Title 34, Section 607.23(b), the Secretary will award up to three (3) additional points based on the information provided here.

Content: On a separate page, provide the following information:

TOTAL 2021-2022 FULL-TIME EQUIVALENT (FTE) STUDENTS=_____

A. Total market value of endowment fund at the end of 2021-2022 $_____

B. Total expenditures for library materials during 2021-2022 $_____

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

a. Faculty development _____

b. Funds and administrative management _____

c. Development and improvement of academic programs _____

d. Acquisition of equipment for use in strengthening management and academic programs _____

e. Joint use of facilities _____

f. Student services _____

Application Checklist

Use This Checklist While Preparing Your Application Package. All items listed on this checklist are required except as noted.

- ☐ Application for Federal Assistance (SF 424)
- ☐ Department of Education Supplemental Information for SF 424
- ☐ Department of Education Budget Information Non-Construction Programs Form (ED 524)
- ☐ One-page Program Abstract (Use "ED Abstract Form")
  Note: Include whether replying to Competitive Preference Priority 1, Competitive Preference Priority 2, Invitational Priority 1, Invitational Priority 2 or any combination of the priorities, or all of the priorities.
- ☐ Project Narrative for the proposed grant (Use "Project Narrative Attachment Form")
- ☐ Budget Narrative ("Use Budget Narrative Attachment Form")
- ☐ Other Attachments (Use "Other Attachments Form")
  - ☐ ANNH Program Profile
  - ☐ Competitive Preference Priority 1 – Titled: "Competitive Preference Priority -1 Response"
  - ☐ Competitive Preference Priority 2 – Titled: "Competitive Preference Priority - 2 Response"
  - ☐ Invitational Preference Priority 1 -Titled: "Invitational Priority Response - 1"
  - ☐ Invitational Preference Priority 2 -Titled: "Invitational Priority Response - 2"
- ☐ Assurances and Certifications
  - ☐ Grants.gov Lobbying Form (ED 80-0013)
  - ☐ Disclosure of Lobbying Activities (SF-LLL) - OPTIONAL
  - ☐ ED GEPA 427 Form

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 160 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Title III, Part F, Section 371 of the Higher Education Act of 1965 as amended by the HEOA). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to regulations.gov during the public comment period for this collection of information. If you have specific questions about the form, instrument or survey, please contact: Alaska Native and Native Hawaiian-Serving Institutions Program, U.S. Department of Education, 400 Maryland Avenue, S.W., Rm. 2B203, Washington, DC 20202-8510.