



Augustus F. Hawkins Centers of Excellence (Hawkins) Program 84.428

FY24 Pre-Application Webinar
April 25, 2024

Office of Postsecondary Education

SESSION WILL BE RECORDED



This session will be recorded. By participating in this training, you authorize the department to:

- (1) Record your participation, appearance and likeness, and
- (2) Distribute the recording, including your participation, appearance, and likeness, to department employees and to post the recording on internal department websites.

DISCLAIMER



- The purpose of this webinar is to provide information about the Augustus F. Hawkins Centers of Excellence (Hawkins) grant program and to discuss the requirements in the Hawkins Notice Inviting Applications (NIA) for the 2024 grant competition, as well as the applicable statutory and regulatory requirements.
- Do not rely solely on the information in this webinar.
- Please refer to the NIA and Application Package published on April 4, 2024 for additional information governing the competition.

<https://www.federalregister.gov/documents/2024/04/04/2024-07132/applications-for-new-awards-augustus-f-hawkins-centers-of-excellence-program>

AGENDA



- Welcome & Introductions
- Overview
- Eligibility
- Competition Priorities
- Selection Criteria
- Logic Model
- Application Requirements
- Grants.gov
- Resources
- Contact Information
- Q's and A's

OVERVIEW



- The Hawkins Program, authorized under Part B of Title II of the Higher Education Act of 1965, as amended (HEA) is designed to support comprehensive, high-quality State-accredited teacher preparation programs by creating centers of excellence at institutions of higher education (IHEs).
- The selected centers of excellence must be established at at Historically Black Colleges and Universities (HBCUs); Tribal Colleges or Universities (TCUs); or Minority Serving Institutions (MSIs), such as Hispanic-Serving Institutions (HSIs).
- This program focuses on the various aspects of the teacher preparation pipeline, including the recruitment, preparation, support, placement, retention, and retraining of teachers for and in under-resourced schools to support underserved students. Through this program, the Secretary seeks to fund applicants that propose to incorporate evidence-based practices into their teacher preparation program.

Eligibility



An IHE that has a qualified teacher preparation program that is a—

- (1) [part B institution](#) (a historically Black college or university) (§322 of the HEA, 20 U.S.C. §1061);
- (2) [Hispanic-serving institution](#) (§502 of the HEA, 20 U.S.C. §1101a);
- (3) [Tribal College or University](#) (§316 of the HEA, 20 U.S.C. §1059c);
- (4) [Alaska Native-serving institution](#) or a [Native Hawaiian-serving institution](#) (§317(b) of the HEA, 20 U.S.C. §1059d(b);
- (5) [Predominantly Black Institution](#) (§§318(b) and 371(c)(9) of the HEA; 20 U.S.C. §§ 1059e(b) and 1067q(c)(9));
- (6) [Asian American and Native American Pacific Islander-serving institution](#) (§§ 320(b) and 371(c)(2) of the HEA, 20 U.S.C. §§1059g(b) and 1067q(c)(2); or
- (7) [Native American-serving nontribal institution](#) (§§319(b) and 371(c)(8) of the HEA; 20 U.S.C. §§ 1059f(b) and 1067q(c)(8); or
- (8) a consortium of such institutions.

Consortium



Applicant can also be a consortium in partnership with any other IHE, but only if the center of excellence established is located at an eligible institution.

A consortium of institutions under this competition must follow the procedures under 34 CFR 75.127—75.129 in developing a group application. This includes developing an agreement that details the activities that each member of the group plans to perform and binds each member of the group to every statement and assurance made by the applicant in the application. This agreement must be submitted with the application.

Eligibility



If an IHE does not offer an education degree, it is not eligible to apply for Hawkins. The IHE must be an eligible institution and offer a State-accredited teacher preparation program.

Institutions must be determined to be an [eligible institution](#) for FY24.

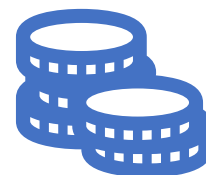
Award Information



Estimated available funds:
\$14,850,000



Estimated number of
awards: 27



Estimated Range of Award:
\$450,000 to \$650,000



Project Period: Up to 5
years (60 months)

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.

PRIORITIES



This competition includes two absolute priorities and two competitive preference priorities.

The applicant must address each absolute priority in order to be considered for funding. The applicant has the option of choosing whether or not to address the competitive preference priorities for which they may receive additional points.

Include your response(s) to the priorities within the Application Narrative portion of the application. We strongly recommend the following page limits:

- Both absolute priorities not to exceed a combined total of 5 pages.
- Both competitive preference priorities, if applicable, not to exceed a combined total of 5 pages.

PRIORITIES



Two Absolute Priorities

We consider only applications that meet **both** **Absolute Priorities**.

These priorities are:

Absolute Priority 1 - Projects that are Designed to Increase and Retain the Number of Well-Prepared Teachers from Diverse Backgrounds.

Absolute Priority 2 - Increase Evidence-Based, Comprehensive Pre-service Clinical Experiences Through Teacher Preparation Programs.

ABSOLUTE PRIORITY 1



Projects that are Designed to Increase and Retain the Number of Well-Prepared Teachers from Diverse Backgrounds.

To meet this priority, an eligible applicant **must** propose projects that are designed to increase the number of well-prepared teachers and the diversity of the teacher workforce with a focus on increasing and retaining a diverse teacher workforce, and improving the preparation, recruitment, retention, and placement of such teachers.

- Applicants addressing this priority **must** describe—

ABSOLUTE PRIORITY 1



- (a) How their project will integrate multiple services or initiatives across academic and student affairs, such as academic advising, counseling, stipends, child-care, structured/guided pathways from teacher candidates' first year in the preparation program through successful employment placement, career services, or student financial aid, such as scholarships, with the goal of increasing program completion and credential attainment;
- (b) Their plan for identifying and supporting teacher candidates from backgrounds that are underrepresented in the profession, including teacher candidates of color. This plan must span the beginning of the preparation program through graduation, and include a plan to improve program entry rates, as applicable, graduation rates, passage rates for certification and licensure exams, and rates of successful employment placement between teacher candidate subgroups and an institution's overall teacher candidate population; and
- (c) Their proposed initiatives to promote the retention of teachers from backgrounds that are underrepresented in the profession, including teachers of color, prepared through the program, which may include induction programs, such as teacher or school leader induction programs, or mentorship programs that provide school and district leaders with the support they need to persist in their professions.

ABSOLUTE PRIORITY 2



Increase Evidence-Based, Comprehensive Pre-service Clinical Experiences Through Teacher Preparation Programs.

To meet this priority, an eligible applicant **must** propose projects that are evidence-based (as defined in 34 CFR 77.1) comprehensive teacher preparation programs that provide extensive clinical experience. Applicants with existing programs must describe their record in graduating highly skilled, well-prepared, and diverse teachers and describe how the proposed project will refine or enhance existing programs. Applicants proposing new programs must describe how their new program is evidence-based and designed to achieve the intended outcomes of the Hawkins Program.

ABSOLUTE PRIORITY 2



Applicants must also address how they will—

- (a) Examine the sources of inequity and inadequacy in resources and opportunity and implement pedagogical practices in teacher preparation programs that are inclusive with regard to race, ethnicity, culture, language, gender, and disability status and that prepare teachers to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students;
- (b) Prepare teacher candidates to integrate rigorous academic content, including through the effective use of technology, and instructional techniques and strategies consistent with universal design for learning principles;
- (c) Prepare teacher candidates to design and deliver instruction in ways that are engaging and provide their students with opportunities to think critically and solve complex problems, apply learning in authentic and real-world settings, communicate and collaborate effectively, and develop growth mindsets. Teacher candidate pedagogy should include how to incorporate project-based, work-based, or other experiential learning opportunities in curriculum development;

ABSOLUTE PRIORITY 2



- (d) Prepare teacher candidates to build meaningful and trusting relationships with students and their families to support in-home, community-based, and in-school learning; and
- (e) Provide sustained and high-quality pre-service clinical experiences, including teaching assistant initiatives, that facilitate the pathway to the teaching credential for those with paraprofessional experience or high-quality school leader pre-service training, induction, and support in the first three years of school leadership for principals and other school leaders. In designing such experiences, applicants must consider opportunities to provide pre-service clinical experience earlier in the teacher preparation program, as is practicable, and in ways that benefit students and teachers. These clinical experiences must be designed to—
- (1) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas;
 - (2) Be tightly aligned with course work with clear, relevant, and strong links between theory and practice;
 - (3) Group teacher candidates in cohorts to facilitate reflection of practice and professional collaboration;
 - (4) Closely supervise interaction between teacher candidates and faculty, experienced teachers, principals, and other administrators in high-need schools or hard-to-staff schools; and
 - (5) Provide high-quality-teacher mentoring.

COMPETITIVE PREFERENCE PRIORITIES



Two Competitive Preference Priorities

- An applicant may address one or both of the competitive preference priorities. We will award up to an additional 5 points to an application, depending on how well the application meets Competitive Preference Priority 1; and we will award an additional 5 points to an application that meets Competitive Preference Priority 2.

Competitive Preference Priority 1—Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification. (up to 5 points)

Competitive Preference Priority 2—Applications From New Potential Grantees (5 points)

COMPETITIVE PREFERENCE PRIORITY 1



Competitive Preference Priority 1—Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification. (up to 5 points)

To meet this priority, an eligible applicant **must** propose projects that are designed to prepare effective and experienced bilingual and/or multilingual teachers for high-need schools by increasing the number of teachers across elementary and secondary schools who are fully certified to provide academic language instruction in a language other than English, including for English Learners (ELs). These projects must prepare teacher candidates to lead students toward linguistic fluency and academic achievement in more than one language.

COMPETITIVE PREFERENCE PRIORITY 1



Applicants **must** describe--

- a) How their project will integrate multiple services or initiatives across academic and student affairs, such as academic advising, counseling, stipends, child-care, structured/guided pathways from teacher candidates' first year in the preparation program through successful employment placement, career services, or student financial aid, such as scholarships, and provide the necessary knowledge and skills so that teacher candidates can serve students from many different language backgrounds; and
- b) Their plan for recruiting, supporting, and retaining bilingual and/or multilingual teacher candidates, including those who may have a teaching credential but have not been teaching in bilingual and/or multilingual education settings; aspiring teachers; and teaching assistants who are interested in becoming bilingual and/or multilingual teachers.

COMPETITIVE PREFERENCE PRIORITY 2



Competitive Preference Priority 2—Applications From New Potential Grantees (5 points)

To meet this priority, an applicant must demonstrate that it does not, as of the deadline date for submission of applications, have an active grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the Hawkins Program.

- For the purpose of this priority, a grant or contract is active until the end of the grant's or contract's project or funding period, including any extensions of those periods that extend the grantee's or contractor's authority to obligate funds.

SELECTION CRITERIA



The points assigned to each criterion are:

	Selection Criteria	Maximum Points
1	Quality of Project Design	(50 Points)
2	Significance of the Project	(20 Points)
3	Quality of the Project Services	(15 Points)
4	Quality of the Management Plan	(5 Points)
5	Quality of the Project Evaluation	(10 Points)
	Total	100 Points

QUALITY OF PROJECT DESIGN

(up to 50 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 following factors:

- (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. (up to 10 points)
- (2) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (up to 5 points)
- (3) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (up to 5 points)

QUALITY OF PROJECT DESIGN



- (4) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (up to 10 points)

- (5) The extent to which the proposed project demonstrates a rationale (as defined in the notice). (up to 10 points)

- (6) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (up to 10 points)

SIGNIFICANCE OF THE PROJECT

(up to 20 points)



The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

- (1) The likelihood that the proposed project will result in system change or improvement. (up to 10 points)
- (2) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. (up to 10 points)

QUALITY OF THE PROJECT SERVICES

(up to 15 points)



The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project:

(1) The Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (up to 5 points)

(2) In addition, the Secretary considers the following factors:

(i) The likely impact of the services to be provided by the proposed project on the intended recipients of those services. (up to 5 points)

(ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (up to 5 points)

QUALITY OF THE MANAGEMENT PLAN

(up to 5 points)



The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

QUALITY OF THE PROJECT EVALUATION

(up to 10 points)



The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

- (1) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. (up to 3 points)
- (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (up to 3 points)
- (3) The extent to which the methods of evaluation will, if well implemented, produce promising evidence (as defined in the notice) about the project's effectiveness. (up to 4 points)

LOGIC MODEL



Logic model (also referred to as a 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.

The logic model is limited to one page.

The [Education Logic Model \(ELM\)](#) application is a downloadable, browser-based application that will help you build a logic model by answering a series of questions.

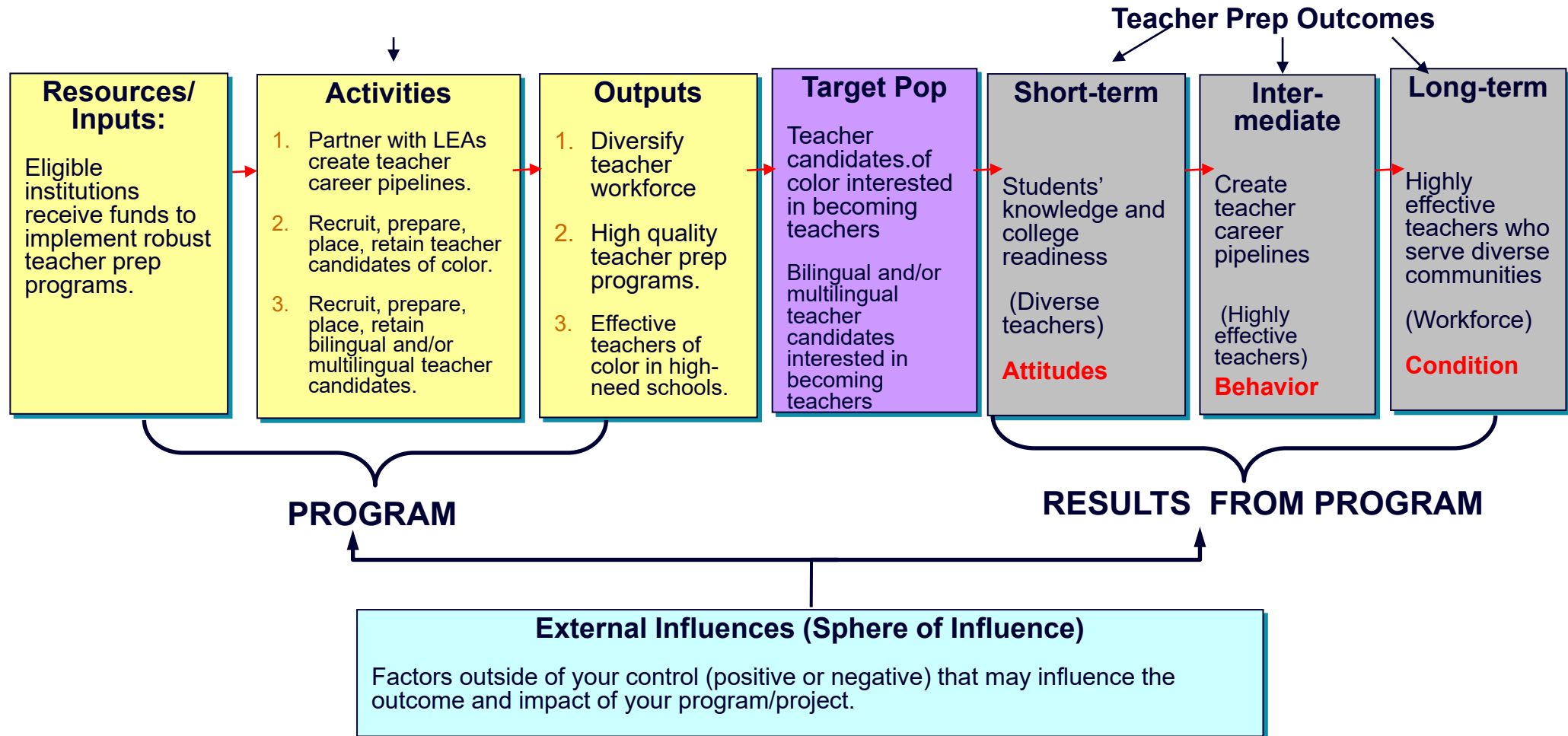
Logic Model Elements

HOW

WHY

What the program actually does?

Who/what will change?



EVIDENCE FORM



As defined in the NIA, “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.

To receive the maximum points under the Quality of the Project Design criterion, your project must demonstrate a rationale. You demonstrate a rationale by creating a logic model for your project; the logic model should include a project component that is informed by research. Therefore, on the Evidence Form, you should mark “Demonstrates a Rationale”.

EVIDENCE FORM



Applicants should complete all 3 columns of the Evidence Form (OMB No. 1894-0001).

Column A (Research/Citation), you should provide the complete citation in APA, MLA, or another scholarly format. The citation should include the name(s) of the author(s), publication date, journal name or URL, title of study, and monograph or volume number, if applicable. If providing a URL, please ensure that the link is active, as Peer Reviewers are not permitted to consult outside sources when reviewing applications. Alternatively, you may also include a copy of the study or report in question.

Column B (Relevant Outcome[s]/Relevant Finding[s]), indicate the finding(s) of the study or report that is related to your project component (for example, “the study indicates that use of “A” mentoring program shows positive gains over “X” number of years/months.”)

Column C (Project Component/Overlap of Populations and/or Settings), indicate the project component that you are including based on the results of the study and the specific population(s) and setting(s) to which the intervention will be applied. For example, the “A” mentoring program has been found successful with [demographic/age/gender/grade level] students in [rural, urban, suburban] and/or [other] settings.

For additional information, see the instructions and examples provided on Pages 2-4 of the Evidence Form.

PERFORMANCE MEASURES



The Department will use the following performance measures to evaluate the success of the Hawkins Program grants:

- (a) The number and percentage of teacher candidates, served by the funded program, who complete the teacher preparation program, disaggregated by race.
- (b) The number and percentage of teacher candidates, served by the funded program, disaggregated by race, who become fully certified and are placed as teachers of record in high-need schools or hard-to-staff schools.
- (c) The number and percentage of bilingual and/or multilingual teacher candidates, served by the funded program, who complete the teacher preparation program.
- (d) The number and percentage of bilingual and/or multilingual teacher candidates, served by the funded program, who become fully certified and are placed as teachers of record in high-need schools or hard-to-staff schools.

PERFORMANCE MEASURES



- (e) The number and percentage of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need schools or hard-to-staff schools and were retained for the current school year.
- (f) The number and percentage of program completers who were employed by the partner high-need school or hard-to-staff school for three consecutive years after initial employment.
- (g) The number and percentage of program completers who are employed by the partner high-need school or hard-to-staff school teaching in mathematics, science, bilingual education, special education, career and technical education, or any other field of expertise where the State education agency determines that there is a shortage of qualified teachers.

ALLOWABLE USES OF FUNDS



- 1) Implementing reforms within teacher preparation programs to ensure that such Programs are preparing teachers who meet the applicable State certification and licensure requirements;
- 2) Retraining or recruiting faculty;
- 3) Designing (or redesigning) teacher preparation programs that prepare teachers to serve in low-performing schools and close student achievement gaps and promote strong teaching skills;
- 4) Providing sustained and high-quality preservice clinical experience, including the mentoring of prospective teachers by exemplary teachers;

ALLOWABLE USES OF FUNDS



- 5) Developing and implementing initiatives to promote retention of teachers who meet the applicable State certification and licensure requirements. Induction and support for teachers and principals during their first three years of employment as teachers or principals, respectively;
- 6) Awarding scholarships based on financial need to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program, not to exceed the cost of attendance;
- 7) Disseminating information on effective practices for teacher preparation and successful teacher certification and licensure assessment preparation strategies;
- 8) Activities authorized under section 202 of the HEA (20 U.S.C. 1022a).

DIRECT STUDENT FINANCIAL ASSISTANCE



Hawkins grants can offer direct student financial assistance. The Hawkins statute allows awarding scholarships based on financial need to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program, not to exceed the cost of attendance.

USES OF FUNDS



- Applicants proposing new teacher preparation programs must describe how their new program is evidence-based and designed to achieve the intended outcomes of the Hawkins Program.
- Hawkins funds may be used to create or develop new certificate or credential programs that meet applicable State certification and licensure requirements.
- Hawkins funds may be used to enhance an existing undergraduate degree, certificate, or credential program.
- Hawkins funds may be used at the postbaccalaureate level for students interested in obtaining a postbaccalaureate degree in education.

REQUIREMENTS



Cost Sharing or Matching: This competition does not require cost sharing or matching.

Supplement-Not-Supplant: 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 this grant. For example, If the tutoring center has an annual budget of \$30,000 to hire tutors and your grant is going to provide an additional \$10,000 and the college's operational budget for tutoring decreases to \$20,000, you have just used grant funding to supplant rather than supplement the budget.

REQUIREMENTS



Indirect Cost Rate Information: A grantee's indirect cost reimbursement is limited to 8 percent of a modified total direct cost base. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www.ed.gov/about/offices/list/ocfo/intro.html.

Administrative Cost Limitation: An eligible institution that receives a grant under this program may use not more than 2 percent of the funds provided to administer the grant. 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.

What are indirect costs?



Indirect costs are expenses for common objectives that cannot be readily and specifically identified with a particular grant project or other institutional activity. Also called F&A - facilities and administrative costs.

Examples include: the costs of operating and maintaining facilities, equipment, and grounds; and salaries of administrators and services, such as payroll and personnel that benefit federal programs.

Costs must be consistently charged as either indirect or direct costs; they may not be double charged in both categories.

Looking at it another way



Indirect costs are those costs that are not classified as direct. Direct costs can be identified specifically with particular cost objectives such as a grant, contract, project, function or activity.

Direct costs generally include:

- Salaries are wages (including vacations, holidays, sick leave, and other excused absences of employees working specifically on objectives of a grant or contract – i.e, direct labor costs).
- Other employee fringe benefits allocable on direct labor employees.
- Consultant services contracted to accomplish specific grant/contract objectives.
- Travel of (direct labor) employees.
- Materials, supplies and equipment purchased directly for use on a specific grant or contract.
- Communication costs such as long distance telephone calls or telegrams identifiable with a specific award or activity.

What are considered administrative costs?



Administrative costs encompass grant expenses associated with administering the grant. These costs can be both personnel and non-personnel, and both direct and indirect. Therefore, the limitation applies to the combined claims for indirect costs and direct administration costs. Generally, direct administrative costs differ from indirect charges in that the latter are considered organization-wide costs.

- Examples of direct administrative costs are salaries, benefits, and other expenses of the recipient's staff that perform the following functions:
 - Overall program management, program coordination, and office management functions including the salaries and related costs of the executive director, project director and/or project evaluator;
 - Preparing program plans, budgets schedules, and related amendments;
 - Monitoring of programs, projects, subrecipients and related systems and processes;
 - Developing systems and procedures, including management information systems, for assuring compliance with program requirements;
 - Preparing reports and other documents related to the program requirements;
 - Evaluating program results against stated objectives; and
 - Divisional level administrative services such as program specific accounting, auditing or legal activities.

SUBGRANTEES



A grantee under this competition may not award subgrants to entities to directly carry out project activities described in its application.

DRAFT WRITTEN AGREEMENT



An applicant must provide a Draft Written Agreement (DWA) that identifies the partnership between: (1) at least one eligible IHE with a State accredited teacher preparation program, and (2) a high-need local educational agency (LEA) or consortium of high-need LEAs, or with a high-need school or consortium of high-need schools.

The agreement with partners is intended to ensure that the parties joining the project are committed to fulfilling the purpose of the clinical practice by either creating new partnerships or expanding existing partnerships, and that teacher candidates will not become the teacher of record prior to completing the certification program, including pre-service clinical experience, and, for any candidates who entered the program without a bachelor's degree, obtaining a bachelor's.

Grantees will finalize the DWA into a Final Written Agreement (FWA) within 120 days of grant award notification.

REPORTING REQUIREMENTS



If you receive a new grant award in FY 2024, you will be required during the funding cycle to submit annual and final performance reports using the Higher Education Programs: Institutional Service Grant Database. This online system collects narratives and data about funded projects to help program officers determine if a grantee is making substantial progress toward meeting approved project objectives. The database is accessible at: <HTTPS://HEPIS.ed.gov/>.

REPORTING REQUIREMENTS



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). 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.

Under 34 CFR 75.250(b), the Secretary may provide a grantee with additional funding for data collection analysis and reporting. In this case, the Secretary establishes a data collection period.

GEPA



Section 427 of GEPA requires all applicants for new awards to include in their applications a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

NOTE: Applicants for new awards must include information in their applications to address this provision in order to receive funding under this program.

General Overview of GEPA Section 427



GEPA Section 427 Standard Form Changes

Original Form	Updated Form
<ol style="list-style-type: none">1. One overall general requirement2. Flexibility to determine and define the barriers to “equitable access” and “equitable participation”3. Discretion in how to describe plans to address the identified barriers4. Description may be provided in a separate narrative or in connection with related topics in the application	<ol style="list-style-type: none">1. Applicants respond to four questions with specificity2. Flexibility to determine and define the barriers to “equitable access” and “equitable participation”3. A timeline for meeting targeted milestones for removing identified barriers



Updated GEPA Form Has Four Questions

**NOTICE TO ALL APPLICANTS:
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM
BENEFICIARIES**

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Notes:

Applicants must respond to each question on the standard form and submit the form with its grant application package or State plan.

For Grants.gov application submissions:

1. The updated form is integrated into Grants.gov and no longer needs to be uploaded as PDF.
2. The form is electronic and each text box response allows 4,000 characters.
3. An error message is received if a response is missing and the form can not be saved. (see next slide)



Sample Error Message

SECTIONS:

Notice to All Applicants

Notes

Burden Statement

ED GENERAL EDUCATION PROVISIONS ACT (GEPA) 427 FORM

Version 2.0

OMB Number: 1894-0005

Expiration Date: 06/30/2023

Errors!

Check for Errors revealed the following errors:

• Notice to All Applicants

Ensure Equitable Access is required: Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Barriers is required: Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries.

Steps is required: Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity.

Timeline is required: What is your timeline, including targeted milestones, for addressing these identified barriers.

NOTICE TO ALL APPLICANTS:

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES:

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1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Ensure Equitable Access is required: Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

SAVE

CHECK FOR ERRORS

CLOSE



GEPA Form Instructions

- Applicants may identify any barriers that may impede equitable access and participation in the proposed project or 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 not required to have mission statements or policies that align with equity in order to submit an application.
- Applicants may have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.



GEPA Form Instructions continued

- Applicants must respond to each question using the associated text box. Each text box allows approximately 4000 characters; therefore, if copying and pasting into the text box from another document be sure to check that everything copied.
- Applicants should use the “check for errors” button before they save the form. Applicants will receive an error message if any response is missing and will not be able to submit the application due to the missing information.
- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.



GEPA Section 427 Resources

- PDF version of Section 427 form and instructions [GEPA 427 - Form Instructions for Application Package \(ed.gov\)](#)
- Computer-based training, [Ensuring Equitable Opportunities Under the GEPA Section 427](#)
- GEPA Section 427 form Frequently Asked Questions (FAQs)
- The Department of Education Equity Action Plan at [ED.gov/equity](#)
- Comments or concerns regarding the status of your individual form may be addressed to Ashley Hillary at Ashley.Hillary@ed.gov.

Application Checklist

☐ Application for Federal Assistance
(SF 424)

☐ Department of Education
Supplemental Information for SF 424

☐ Budget Information (ED Form 524)

☐ Program Abstract (one page)

☐ Project Narrative

☐ Budget Narrative

☐ Other Attachments Form

- Narrative summaries of key personnel
- Short position descriptions for staff to be hired
- References cited in proposal narrative
- Project director resume
- Absolute Priorities
- Competitive Preference Priorities
- Draft Written Agreement
- Evidence Form (OMB No. 1894-0001)

☐ Assurances/Certifications

- GEPA Section 427
- Grants.gov Lobbying Form (ED 80-0013)
- Disclosure of Lobbying Activities (SF-LLL)

Applying Through Grants.gov

- Electronic submission required through grants.gov. The application uploading process is time consuming. Please submit your application several days before the closing date.
- **If you experience problems with submitting your application, please contact:**
 - Support Desk e-Mail: support@Grants.gov
 - Support Desk Telephone: (800) 518-4726
 - Contact Telephone Hours: 24 hours, 7 days a week, except Federal holidays
 - Grants.gov Self-Service Knowledge Base web portal at: <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>
- Also, refer to the “Submission Procedures and Tips for Applicants” section found in the application package.

GRANTS.GOV SUBMISSION

○ STEP 1 – REGISTER EARLY:

- 1) Grants.gov registration may take 7 to 10 business days to complete. 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.
- Detailed information on the Registration Steps may be found at <http://www.grants.gov/web/grants/register.html>. Once your 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.

GRANTS.GOV SUBMISSION

○ STEP 2 – SUBMIT EARLY

- 1) **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 June 18, 2024.

GRANTS.GOV SUBMISSION

○ STEP 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. Log in 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 June 18, 2024, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned.
- If the date/time received is later than 11:59:59 p.m. Eastern Time, on June 18, 2024, **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.

RECOMMENDED PAGE LIMIT



We recommend that you limit the application narrative to no more than 50 pages and 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, except titles, headings, footnotes, quotations, references, and captions.
- Use a font that is either 12 point or larger or 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.

However, the recommended page limit does apply to all the application narrative.

DATES TO REMEMBER



- April 4, 2024 application period opened
- June 18, 2024 at 11:59:59pm ET application period closes
 - If your application is late, we will notify you that we will not consider the application.
- Awards announced by September 30, 2024
 - All applicants (ineligible, unsuccessful, and successful) will be notified in writing.

RESOURCES



- **Augustus F. Hawkins Centers of Excellence (Hawkins) program website:**
<https://www2.ed.gov/programs/afhce/index.html>
- **Augustus F. Hawkins Centers of Excellence Grant Program brochure:**
<https://www2.ed.gov/programs/afhce/applicant.html>
- **NIA and Application Package:**
<https://www.federalregister.gov/documents/2024/04/04/2024-07132/applications-for-new-awards-augustus-f-hawkins-centers-of-excellence-program>
- **Department of Education fact sheet for examples of educator preparation programs supporting high need schools:** <https://www.ed.gov/coronavirus/factsheets/teacher-shortage>
Grants.gov Support Desk e-Mail: support@Grants.gov
Support Desk Telephone: (800) 518-4726

RESOURCES



- **Education Department General Administrative Regulations (EDGAR)**

<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

- **2 CFR Part 200**

<http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>

- **Webex recording**

- Recording password: CpUnUNP9

Contact Information



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Contact Information



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Hawkins Pre-Application Webinar Q&A



- Is the award amount per year? Yes.
- Are scholarships a mandatory component? No, scholarships are not a mandatory component.
- Is there a specific definition of what qualifies as a high need or hard to staff school? The Hawkins program does not define high need or hard to staff school.
- Is there a specific definition of what qualifies as "financial need" for scholarships? The Hawkins statute allows awarding scholarships based on financial need to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program, not to exceed the cost of attendance.

Hawkins Pre-Application Webinar Q&A



- CPP1: Does this mean that they must get a bilingual certification? They may get a bilingual certification if it's a part of your teacher preparation program or proposed program.
- Is there a dollar or percentage limit on the amount for scholarships? No, there is not a dollar or percentage limit on the amount of the scholarships; however, don't forget the other student supports.
- Are Tribal/Indigenous languages included in the language portion? Applicant should identify languages included in the language portion of their program.

Hawkins Pre-Application Webinar Q&A



- Can funds be used to provide stipends to cover state required tests? Yes.
- Is the GEPA form included in the max page count for the application? No.
- Must we double space tables? No, tables don't have to be double spaced.
- Given the performance metrics stated in the presentation, does the project evaluation plan need to include an experimental or quasi-experimental design? No, an experimental or quasi-experimental design is not required; however, these methods of evaluation will, if well implemented, produce promising evidence (as defined in the notice) about the project's effectiveness.

Hawkins Pre-Application Webinar Q&A



- Is there a limit on how many projects a particular university or program can submit? No, an applicant can submit more than one application; however, you can address any and all degrees, programs, certificates in your teacher preparation programs that the grant funds will support.
- Regarding bilingual or multilingual competitive priority - can we recruit students who are bilingual or multilingual to support teaching in their language in schools? Yes, you can recruit students who are bilingual or multilingual in pursuit of an education degree.

Hawkins Pre-Application Webinar Q&A



- Should the budget and budget narrative be for all 5 years of the project? Yes.
- Is there a target number of teacher candidates each proposal should target each year? No, this is based on your capacity to implement the project with fidelity and based on your budget. You may want to start small and increase each year but remember it's only a five-year grant and you want to support each cohort of teacher candidates.
- Is being proficient in ASL considered being bilingual? Yes