

U.S. DEPARTMENT OF EDUCATION

2025 NEW AWARDS

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)

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Webinar and Reminders

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- This webinar is a review of some items in the NIAs and Application Packages but not all information will be covered.
- This webinar will not focus on specific application submission instructions, so please be sure to review the Common Instructions for Applicants:
 - <https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs>
- Please be sure to read the complete NIAs and application packages, application submission instructions, and all other referenced or related materials on the competitions.
- Start your application early to avoid any submission issues!

Grants.gov Contact Center

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- <https://grants.gov/>
- 1-800-518-4726 or support@grants.gov
- Hours of Operation:
 - ▣ 24 hours a day,
 - ▣ 7 days a week
- Closed on Federal holidays.

Webinar Location and Questions

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- Presentation will be posted at:
 - **CAMP:** <https://oese.ed.gov/offices/office-of-migrant-education/college-assistance-migrant-program/applicant-information-college-assistance-migrant-program/>
 - **HEP:** <https://oese.ed.gov/offices/office-of-migrant-education/high-school-equivalency-program/applicant-information-high-school-equivalency-program/>
- For any competition related questions, please email: HEPCAMPFY25@ed.gov.

Notice Inviting Applications (NIA)

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- Funding Opportunity Numbers
- Submission Deadline
- Mission and Purpose
- Program Authority
- OME Guidance on Federal Financial Assistance
- Estimated Award Amounts
- Eligible Entities
- Priorities
- Application Requirements
- Performance Targets
- Selection Criteria
- Parts of the Application
- Other Selection Factors
- Geographic Distribution

Funding Opportunity Numbers

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- HEP

- ▣ ED-GRANTS-083024-001

- CAMP

- ▣ ED-GRANTS-083024-002

Application Submission Deadline

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- November 13, 2024
 - ▣ 11:59:59 PM Eastern Time

- There are no exceptions to the deadline, so please submit applications early to account for any unexpected delays or issues.

Mission of the Office of Migrant Education (OME)

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- To provide excellent leadership, technical assistance and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers and their families.

Purposes of CAMP and HEP

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- **CAMP** is designed to assist migratory or seasonal farmworkers (or immediate family members of such workers) who are enrolled or are admitted for enrollment on a full-time basis at an institution of higher education (IHE) to complete their first academic year.
- **HEP** is designed to assist migratory or seasonal farmworkers (or immediate family members of such workers) to obtain the equivalent of a secondary school diploma and subsequently to gain improved employment, enter military service, or be placed in an IHE or other postsecondary education or training.

Authorizing Legislation and Applicable Regulations

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- 20 U.S.C. 1070d-2, the Higher Education Act of 1965 HEA, as amended by section 408 of the Higher Education Opportunity Act (HEOA).
- More information on text of the HEP and CAMP section of the HEA and the corresponding program regulations can be found in the Notice Inviting Applications (NIAs) and application package.

OMB Guidance for Federal Financial Assistance

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- Formerly called, Office of Management and Budget Guidance for Grants and Agreements, amends 2 CFR part 200 effective October 1, 2024.
- HEP and CAMP applicants should follow the requirements in the *updated* 2 CFR part 200.
- For more information about these updated regulations please visit:
<https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>.

Estimated Award Amounts

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- The Administration has requested \$6,650,000 for new awards for HEP for FY 2025, and \$5,225,000 for new awards for CAMP for FY 2025. 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.
- Range of Awards:
 - ▣ CAMP: \$180,000 - \$475,000
 - ▣ HEP: \$180,000 - \$475,000
- Minimum Award in Each Year of Grant
 - ▣ CAMP: \$180,000
 - ▣ HEP: \$180,000
- Estimated Number of Awards:
 - ▣ CAMP: 11
 - ▣ HEP: 14

Minimum and Maximum Award

Reminders

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- Make sure your application reflects a budget of at least the \$180,000 minimum in all 5 project years.
 - ▣ The Department will not make an award for less than the amount of \$180,000 for a single budget period of 12 months.
- Be aware of the maximum award amount of \$475,000 in each of the 5 project years.
 - ▣ If you go over this maximum, your application may be removed from the competition.
- The Department may reject any application that does not propose a 5-year project as indicated by submitted budget information on the ED 524 Form.

Eligible Entities

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- Who is eligible to participate as a grantee?
 - ▣ Eligible entities: An institution of higher education (IHE) or a private nonprofit organization may apply for a grant to operate a HEP or CAMP project.
 - ▣ Cooperative planning: If a private nonprofit organization other than an IHE applies for a HEP or a CAMP grant, that agency must plan the project in cooperation with an IHE and must propose to operate the project, or in the case of a HEP grant, some aspects of the project, with the facilities of that IHE.

HEP Priorities

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- Competitive Preference Priority - Consideration of Prior Experience (up to 15 points).
- Invitational Priority - Promoting Multilingualism to Equip Participants with Language Skills Necessary to Thrive in a Globalized World.
- Invitational Priority – Meeting Students' Social, Emotional, and Academic Needs.

CAMP Priorities

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- Competitive Preference Priority - Consideration of Prior Experience (up to 15 points).
- Invitational Priority - Promoting Multilingualism to Equip Participants with Language Skills Necessary to Thrive in A Globalized World.
- Invitational Priority – Meeting Students' Social, Emotional, and Academic Needs.

Note on Competitive Preference Priority – Consideration of Prior Experience Points

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- These points are awarded by the Department based on the grantee's prior performance as determined by relevant data already collected by the Department.
- Applicants are not asked to respond to the Competitive Preference Priority – Consideration of Prior Experience.
- If applicants would like to include information about their prior experience implementing HEP or CAMP grant(s), they may do so under the Abstract section, Project Design section of the application, or any other section of the Project Narrative as the applicant sees fit.

How the Department Evaluates the HEP Competitive Priority – Prior Experience

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- The Secretary will consider the applicant's prior experience in implementing its expiring HEP project, with respect to:
- Whether the applicant served the number of participants described in its approved application
- The extent to which the applicant met or exceeded its funded objectives with regard to project participants, including the targeted number and percentage of—
 - Participants who received a general educational development (GED) credential; and
 - GED credential recipients who were reported as entering postsecondary education programs, career positions, or the military; and
- The extent to which the applicant met administrative requirements, including recordkeeping, reporting, and financial accountability under the terms of the previously funded award.

HEP Competitive Preference Priority - Continued

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- Although regulations refer to general educational development (GED) credentials, the Department recognizes that there are multiple examinations through which high school equivalency (HSE) can be earned and, for the purposes of this notice, uses GED interchangeably with HSE.

HEP Invitational Priority: Promoting Multilingualism to Equip Participants with Language Skills Necessary to Thrive in a Globalized World

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- Within a project designed to assist HEP participants obtain the equivalent of a secondary school diploma, we invite projects that recognize and increase awareness of the benefits of proficiency in more than one language to help participants attain good jobs that provide a living wage, access to full benefits, and equitable opportunities for advancement.

How the Department Evaluates the CAMP Competitive Priority – Prior Experience

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- The Secretary will consider the applicant's prior experience in implementing its expiring CAMP project, with respect to:
- Whether the applicant served the number of participants described in its approved application
- The extent to which the applicant met or exceeded its funded objectives with regard to project participants, including the targeted number and percentage of participants who:
 - ▣ Successfully completed the first year of college; and
 - ▣ Continued to be enrolled in postsecondary education after completing their first year of college; and
- The extent to which the applicant met administrative requirements, including recordkeeping, reporting, and financial accountability under the terms of the previously funded award.

CAMP Invitational Priority: Promoting Multilingualism to Equip Participants with Language Skills Necessary to Thrive in a Globalized World

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- Within a project designed to assist CAMP participants to complete their first academic year at an IHE, we invite projects that do one or both of the following:
 - (a) Encourage the development of language skills and proficiency in an additional language, recognizing the cognitive, economic, and cultural benefits of multilingualism.
 - (b) Encourage and support CAMP participants, especially participants who have attained the Seal of Biliteracy, to explore careers in which there is a high demand for bilingual and multilingual professionals (e.g., education and mental health services) with the intention that participants will attain good jobs that provide a competitive wage, access to family-sustaining benefits, and equitable opportunities for advancement.

HEP and CAMP Invitational Priority: Meeting Students' Social, Emotional, and Academic Needs

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- Within a project designed to assist HEP or CAMP students, we invite projects that are designed to improve students' social, emotional, academic, and career development, through one or both of the following:
 - (a) Creating a positive, inclusive, and identity-safe climate at IHEs through fostering a sense of belonging and inclusion for students who are migratory or seasonal farmworkers or immediate family members of such workers.
 - (b) Fostering partnerships, including across government agencies (e.g., housing, human services, employment agencies), local educational agencies, community-based organizations, adult learning providers, and postsecondary education institutions, to provide comprehensive services to students who are migratory or seasonal farmworkers or immediate family members of such workers and their families that support students' social, emotional, mental health, and academic needs, and that are inclusive with regard to race, ethnicity, culture, language, and disability status.

Application Submission

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- 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:
 - <https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs>.
- Applicants are also required to follow 34 CFR 206.20, What must be included in an application? Those requirements are available at:
 - www.ecfr.gov/current/title-34/subtitle-B/chapter-II/part-206/subpart-C/section-206.20.

Application Requirements – Management Plan That Provides...

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- Assurances that the staff has a demonstrated knowledge of and will be sensitive to the unique characteristics and needs of the migrant and seasonal farmworker population.
- Provisions for
 - ▣ Staff inservice training;
 - ▣ Training and technical assistance;
 - ▣ Staff travel;
 - ▣ Student travel;
 - ▣ Interagency coordination; and
 - ▣ Project evaluation.

Application Requirements – Additional Assurances

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- The grantee will develop and implement a plan for identifying, informing, and recruiting eligible participants who are most in need of the academic and supporting services and financial assistance provided by the project.
- The grantee will develop and implement a plan for identifying and using the resources of the participating IHE and the community to supplement and enhance the services provided by the project.

Program Performance Targets: HEP

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- Program Performance Measure 1 (69% target):
 - ▣ The percentage of HEP participants exiting the program having received a High School Equivalency (HSE) diploma.
- Program Performance Measure 2 (80% target):
 - ▣ The percentage of HSE diploma recipients who enter postsecondary education or training programs, upgraded employment, or the military.

Program Performance Targets:

CAMP

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- Program Performance Measure 1 (86% target):
 - ▣ The percentage of CAMP participants completing the first academic year of their postsecondary program.
- Program Performance Measure 2 (92% target):
 - ▣ The percentage of CAMP participants who, after completing the first academic year of college, continue their postsecondary education.

Project Objectives

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- Program Performance measures are core objectives that apply to all grantees, and applicants must propose annual targets for these measures and establish annual student enrollment targets.
- Projects may also establish their own goals, within the scope of the program's authorizing legislation and regulations.
- Program Performance measures may not address all the needs that you have identified for your project.
- There is no minimum or maximum for the number of project objectives you propose. However, you need to be mindful that you will be in competition with others, and that you will be held to everything you propose.

Selection Criteria

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- ❑ Selection Criteria determines the order and organization of the Project Narrative.
- ❑ Quality of the content is key; however, errors in grammar and spelling may obscure your content.
- ❑ Readers will use the information contained within all sections of the application to award points for relevant selection criteria responses.

Note on Selection Criteria

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- The Department published updates to the Education Department General Administrative Regulations (EDGAR), including updates to selection criteria found in 34 CFR 75.210, which will become effective September 30, 2024.
- However, the selection criteria that apply to these competitions are the ones in effect on the date of publication of the NIA and are found in the NIA.
- The selection criteria for FY 2025 HEP and CAMP will not be reflective of the updated EDGAR selection criteria.

Organization of Project Narrative

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□ Based on the 6 Selection Criteria:

	Selection Criteria	Maximum Points
1.	Need for Project	10 points
2.	Quality of the Project Design	24 points
3.	Quality of Project Services	24 points
4.	Quality of Project Personnel	10 points
5.	Adequacy of Resources	12 points
6.	Quality of the Project Evaluation	20 points

Total Points Possible for Selection Criteria: 100

Need for Project

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- In determining the need for the proposed project, the Secretary considers the magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (Up to 10 points)

Quality of the Project Design

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- The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (Up to 7 points)
- The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (Up to 5 points)
- The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (Up to 5 points)
- The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)). (Up to 7 points)

Demonstrates a Rationale (from 34 CFR 77.1)

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- 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.
- Project component: an activity, strategy, intervention, process, product, practice, or policy included in a project (e.g. tutoring, counseling, advising, health services, housing assistance, student stipends).
- Relevant outcome: the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.

What is a Logic Model?

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- Logic model, as defined in 34 CFR 77.1, (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.

Components of a Program Logic Model

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

Quality of Project Services

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- 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, 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 3 points)

- In addition, the Secretary considers the following factors:
 - The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services. (Up to 7 points)
 - 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 7 points)
 - The likely impact of the services to be provided by the proposed project on the intended recipients of those services. (Up to 7 points)

Quality of Project Personnel

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- The Secretary considers the quality of the personnel that will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 3 points)
- In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (Up to 7 points)

Notes on Project Personnel

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- Applicants are responsible for defining and identifying all key personnel positions in their applications.
- An external evaluator is not required, and OME cannot say that one manner of evaluation is "preferred" over another. An applicant should conduct its evaluation in the manner that it determines to be most effective for the project. Anecdotaly, many grantees find an outside evaluator to be an effective practice.

Adequacy of Resources

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- The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (Up to 4 points)
- The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (Up to 4 points)
- The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (Up to 4 points)

Quality of Project Evaluation

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- The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (Up to 10 points)
- The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (Up to 5 points)
- The extent to which the methods of evaluation will, if well implemented, produce promising evidence (as defined in 34 CFR 77.1(c)) about the project's effectiveness. (Up to 5 points)

Promising Evidence (from 34 CFR 77.1)

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- Promising evidence means that there is evidence of the effectiveness of a key project component in improving a relevant outcome, based on a relevant finding from one of the following:
 - ▣ (i) A practice guide prepared by WWC reporting a “strong evidence base” or “moderate evidence base” for the corresponding practice guide recommendation;
 - ▣ (ii) An intervention report prepared by the WWC reporting a “positive effect” or “potentially positive effect” on a relevant outcome with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or
 - ▣ (iii) A single study assessed by the Department, as appropriate, that—
 - (A) Is an experimental study, a quasi-experimental design study, or a well-designed and well-implemented correlational study with statistical controls for selection bias (e.g., a study using regression methods to account for differences between a treatment group and a comparison group); and
 - (B) Includes at least one statistically significant and positive (i.e., favorable) effect on a relevant outcome.

Terms in the Promising Evidence

Definition

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- A correlational study looks at the association between receiving an intervention and an outcome of interest (comparing outcomes for a treatment group and a comparison group).
- Statistical controls for selection bias can help account for preexisting differences between the treatment and comparison groups.
- Selection bias happens when the treatment group differs from the comparison group in a meaningful way that is related to the outcomes of interest.

Use of Evidence

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- Quality of Project Design:

- The extent to which the proposed project **demonstrates a rationale** (as defined in the NIA). (up to 7 points)

Entry
Evidence

- Quality of Project Evaluation:

- The extent to which the methods of evaluation will, if well implemented, produce **promising evidence** (as defined in the NIA) about the project's effectiveness. (up to 5 points)

Exit
Evidence

Additional Technical Assistance

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- [National Center for Education Evaluation and Regional Assistance](#)
- [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments \(PDF\)](#)
- [The Regional Educational Laboratory \(REL\) Program](#)
- [ERIC.ed.gov](#): The largest database of education research in the world. Grantees may use it to find existing research on programs. Indexes both journal literature and grey literature (reports and other non-journal sources), including grantee reports. Grantees can also submit their research to ERIC: <https://eric.ed.gov/submit/>.
- [Whatworks.ed.gov](#): The What Works Clearinghouse reviews the research, determines which studies meet rigorous standards, and summarizes the findings.
- Logic models for program design, implementation, and evaluation: [Workshop toolkit](#).

Parts of the Application

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- Part 1: Standard Documents (SF 424)
- Part 2: Budget Information (ED Form 524)
- Part 3: ED Abstract Form
- Part 4: Project Narrative Attachment Form
- Part 5: Budget Narrative Attachment Form
- Part 6: Other Attachment Form
- Part 7: Assurances and Certifications
- Part 8: Intergovernmental Review (Executive Order 12372)

Part 1: SF 424

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- Application for Federal Assistance (form SF 424).
- ED Supplemental Information for SF 424.
- NOTE: For number 18 in the SF 424, please enter the amount requested, or to be contributed during the first funding/budget period by each contributor.
- Value of in-kind contributions should be included on appropriate lines, as applicable.

Part 2: Budget Information ED 524 Form

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- Section A Federal Funds Table
 - ▣ Category line-item detail of budgeted expenses for Federal funds (maximum = \$475,000 for HEP and CAMP, minimum = \$180,000 for HEP and CAMP)
- Section B Non-Federal Funds Table
 - ▣ Category line-item detail of budgeted expenses for non-federal funds
- Section C Budget Narrative
 - ▣ Must include Federal funds
 - ▣ And any Non-Federal funds volunteered

Indirect Cost Info on ED 524 Form, Section A

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- This section is to be completed by the Business Office of your organization.
- The organization should have a current Indirect Cost Rate Agreement (ICRA) with the federal government, if they claim indirect costs.
- The ICRA should include the cognizant government agency.
- If there is no ICRA or the ICRA is out-of-date, the entity has 90 days to submit evidence the applicant is seeking an ICRA.
- HEP and CAMP are training programs that are limited to an 8% or lower indirect cost rate.

Activities and Costs

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- All activities and costs associated with those activities for the proposed project are reviewed by OME staff to determine if they are: Reasonable, Allowable, and Allocable.
- See Education Department General Administrative Regulations and OMB Guidance for Federal Financial Assistance.
- If activities or costs are found to be unreasonable, unallowable, or not allocable, they may be reduced or removed from your grant.

Cost Sharing

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- Neither the HEP/CAMP program statute nor regulations require cost sharing or matching.
- Any applicant that proposes to use non-Federal funds in its application and is awarded a grant must provide those funds for each year that the funds are proposed.

Non-Federal Funds

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- ❑ Must be non-Federal funds and cannot come from another federally funded source.
- ❑ If you list the funds in Part B of ED 524 Form, you must explain the funds separately in the Part C budget narrative for non-Federal funds.
- ❑ The same cost principles that apply to Federal funds apply to non-Federal funds.
- ❑ If you propose non-Federal funds, you will be required to provide those non-Federal funds.

Part 3: Project Abstract

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- The project abstract should include a concise (one double spaced page) description of the following information, preferably in the following order:
 - ▣ The goals and expected outcomes.
 - ▣ The primary activities to be accomplished by the grant recipient.
 - ▣ Number and location of proposed sites.
 - ▣ Whether the applicant has a current HEP or CAMP grant.
 - ▣ How the invitational preference priority(ies) is(are) being addressed (as applicable).

Part 4: Project Narrative

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- The Department recommends that applicants limit the application narrative to no more than 25 pages.
- The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; the one-page abstract; the resumes; the bibliography; or the letters of support.
- An application will not be disqualified if it exceeds the recommended page limit. There are no selection criteria associated with page limits.

Part 4: Recommended Formatting of Project Narratives and Abstracts

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- 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 or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

Part 5: Budget Narrative

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- Itemized budget breakdown for **each** project year.
- Identifies the nature and amount of the proposed expenditures.
- Applicants should provide sufficient detail to enable reviewers and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds and project activities and outcomes.
- Department of Education staff perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project, and are reasonable, allowable, and allocable. We may delete or reduce costs from the budget during this review.

Note on Budget

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- The Administration's Good Jobs Initiative, led by the Department of Labor, is focused on providing information to workers, employers, and government to promote good jobs for all workers. The Department encourages applicants for grants under this program to consider in their budget and personnel planning for the proposal of the use of funds in ways that would improve job quality and create access to good jobs for all working people.
- Additional information about the Good Jobs Initiative and the Department's Good Jobs Principles for Education is available at:
 - <https://www.dol.gov/general/good-jobs> and
 - <https://www.ed.gov/us-department-education-good-jobs-principles-statement>

Part 6: Other Attachments

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- Resumes for proposed personnel
- Job Descriptions—with Minimum Qualifications—for proposed positions.
- Copy of Indirect Cost Rate Agreement
- Letters of Support (if any)
- References/Bibliography (optional)

Part 7: Assurances and Certifications

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- Disclosure of Lobbying Activities (SF LLL)
- Grants.gov Certification Regarding Lobbying (ED 80-013 Form)
- GEPA (ED GEPA 427 Form)
- Assurance that the staff has a demonstrated knowledge of and will be sensitive to the unique characteristics and needs of the migrant and seasonal farmworker population.
- Assurance that the grantee will develop and implement a plan for identifying, informing, and recruiting eligible participants who are most in need of the academic and supporting services and financial assistance provided by the project.
- Assurance that the grantee will develop and implement a plan for identifying and using the resources of the participating IHE and the community to supplement and enhance the services provided by the project.
- **Please read the full text of the NIA and application package for additional information.**

GEPA Changes

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- ❑ The new GEPA Section 427 form went live on Grants.gov on April 3, 2023.
- ❑ The updated form includes four questions.
- ❑ In their responses, applicants have the flexibility to determine and define the barriers to “equitable access” and “equitable participation.”
- ❑ Applicants are also required to provide a timeline, including targeted milestones, for addressing the identified barriers.

Part 8: Intergovernmental Review of Federal Programs

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- This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79.
- 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 can be found in the application package.

Other Factors in Selecting Awards

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- The Secretary may consider:
 - ▣ 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.
 - ▣ whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

Award Factors Continued

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- The Secretary may:
 - ▣ impose special conditions on a grant if the applicant
 - is not financially stable;
 - has a history of unsatisfactory performance;
 - has a financial or other management system that does not meet regulatory standards;
 - has not fulfilled the conditions of a prior grant; or
 - is otherwise not responsible.

Geographic Distribution & Remainder Funds

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- For any Fiscal Year for which appropriated funds are greater than \$40 million:
 - make available not less than 45 percent of such remainder (after .5% reservation) for the HEP and CAMP programs;
 - award the rest of such remainder for HEP or CAMP programs based on the number, quality, and promise of the applications; and
 - consider the need to provide an equitable geographic distribution of such grants.

Geographic Distribution Continued

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- The Secretary may consider the need to provide equitable geographic distribution of HEP and CAMP awards when-
 - ▣ Two or more applicants receive the same score at the funding cutoff for this competition,
 - ▣ The Secretary determines that a geographic region is overserved by current HEP and CAMP projects,
 - ▣ The Secretary determines that a geographic region is underserved by current HEP and CAMP projects, or
 - ▣ Two or more applicants propose to operate similar HEP and CAMP projects in the same geographical region.

Final Reminders

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- Funding Opportunity Numbers:
 - ▣ HEP: ED-GRANTS-083024-001
 - ▣ CAMP: ED-GRANTS-083024-002
- Grants.gov support: 1-800-518-4726 or support@grants.gov
- Start your application early!
- Carefully check your ED 524 Forms.
- Application Submission Deadline: November 13, 2024.
- There are no exceptions to the deadline, so please submit applications early to account for any unexpected delays or issues.

Applicant Page Information

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Application Page Information:

HEP Application Page:

<https://oese.ed.gov/offices/office-of-migrant-education/high-school-equivalency-program/applicant-information-high-school-equivalency-program/>

CAMP Application Page:

<https://oese.ed.gov/offices/office-of-migrant-education/college-assistance-migrant-program/applicant-information-college-assistance-migrant-program/>

Questions About the FY 2025 HEP and CAMP Competitions:

- HEPCAMPFY25@ed.gov