

**U.S. Department of Education
OFFICE OF POSTSECONDARY EDUCATION
Washington, DC 20202**

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

**Fiscal Year 2023
APPLICATION FOR GRANTS
UNDER THE
CHILD CARE ACCESS MEANS PARENTS IN SCHOOL PROGRAM
ALN: 84.335A**

FORM APPROVED

OMB No. 1840-0737, Expiration Date: 5/31/2026



**DATED MATERIAL – OPEN IMMEDIATELY
CLOSING DATE: July 31, 2023**

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

Dear Applicant,

We are pleased to provide the application package for the fiscal year (FY) 2023 Child Care Access Means Parents in School (CCAMPIS) Program grant competition, which contains the information and instructions needed to submit a complete application to the U.S. Department of Education (Department) through Grants.gov.

The goal of the CCAMPIS Program is to provide grants to institutions of higher education to assist the institutions in providing campus-based child care services to low-income students.

The FY 2023 competition contains two absolute priorities, one competitive preference priority and three invitational priorities, which are described in the Notice Inviting Applications and this application package. The Department will only consider an application that addresses the absolute priorities, and we sincerely hope applicants will consider addressing the competitive preference and invitational priorities.

Please review the entire application package carefully before preparing and submitting an application. Additional information on the CCAMPIS Program is accessible on the Department's website at <http://www2.ed.gov/programs/campisp/index.html>.

Lastly, please do not rely upon any information that is inconsistent with the guidance contained within the *Federal Register* Notice.

Thank you for your interest in the CCAMPIS Program. We look forward to receiving your application.

Sincerely,

/s/

Nasser H. Paydar,
Assistant Secretary for Postsecondary Education

COMPETITION HIGHLIGHTS

1. **CCAMPIS Program applications for FY 2023 must be submitted electronically using Grants.gov.** You are urged to acquaint yourself with the requirements of Grants.gov early as the registration procedures may require 5 or more days to complete. A more thorough discussion is included later in this application package. Grants.gov is accessible through its portal page at: **<http://www.Grants.gov>**. The requirements for obtaining an exception to the electronic submission requirement are included in the Notice Inviting Applications. If you think you may need an exception, you are urged to review the requirements promptly.
2. **REGISTER EARLY – Grants.gov registration involves many steps including registration on SAM (www.sam.gov) which may take approximately one week to complete, but could take upwards of several weeks to complete, depending upon 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.**
3. Grants.gov 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. You should know that if the Department receives duplicate applications, we will accept and process the application with the latest “date/time received” validation.
4. Please note that you must submit your application by **11:59:59 p.m. (Eastern Time)** on or before the application deadline date. Late applications will not be accepted. **We suggest that you submit your application several days before the deadline.** The Department is required to enforce the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date and time.
5. Electronic submission of applications is required; therefore, you must submit an electronic application unless you follow the procedures outlined in the Notice Inviting Applications for FY 2023 and qualify for one of the exceptions to the electronic submission requirement.
6. We recommend that you limit the application narrative, which includes the budget narrative, to the equivalent of no more than 50 pages.
7. **All attachments must be in a Portable Document Format (PDF) or Microsoft Word. Other types of files will not be accepted. We highly recommend that all attachments are in PDF format.**

8. You must provide the UEI number that was used when your organization registered with the System for Award Management (SAM).

9. For Grants.gov related questions and assistance, 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.

Online Web Site: <http://www.Grants.gov>

Also, refer to the “U.S. Department of Education Grants.gov Submission Procedures and Tips for Applicants” section found in this application booklet. You are reminded that the Notice Inviting Applications published in the Federal Register is the official document, and that you should not rely upon any information that is inconsistent with the guidelines contained within the official document.

10. In the FY 2023 competition, the program has two absolute priorities, one competitive preference priority, and three invitational priorities. They are:

Absolute Priority 1: Leverage significant local or institutional resources, including in-kind contributions, to support the activities assisted under this section; and

Absolute Priority 2: Utilize a sliding fee scale for child care services provided in order to support a high number of low-income parents pursuing postsecondary education at the institution.

Competitive Preference Priority: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students in coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address child care.

Invitational Priority 1: Supporting Students Who are Single Parents

Projects that propose to serve children of student-parents residing in a single parent home. An applicant should describe in its application how it will provide resources with institutional funds, in addition to child care assistance provided by CCAMPIS funds, that will enhance the student-parents’ educational, personal, and financial growth.

Invitational Priority 2: Increasing Campus-Based Child Care for Low-Income Student Parents

Projects that are designed to improve the quality of the campus-based child care provided to the children of low-income student parents, including through increases in compensation for early childhood teachers.

Invitational Priority 3: Providing Wrap-Around Services for Low-Income Parents in Postsecondary Education

Projects that propose to develop high-impact community engagement strategies and partner with community organizations in order to leverage institutional and community resources to provide wrap-around services (such as public benefits and additional financial aid to cover textbook costs, transportation costs, mental health services, faculty mentoring, tutoring, peer support groups, and emergency grants) that meet the whole need of low-income parents in postsecondary education.

The Department will only consider an application that addresses the absolute priorities. Responses to the priorities should be placed in the Other Attachments section of the application.

11. As you develop your application, we ask you to carefully consider the specific activities that you will provide through the CCAMPIS Program. We will look for high quality programs that include opportunities for the participants to enroll in, persist at and graduate from institutions of higher education. As appropriate, applicants should have specific activities to be engaged in that will assist students with child care and thereby allow program-eligible students to enroll in, persist at and graduate from institutions of higher education. You will find more information on the selection criteria and application review process in this application and in the Notice Inviting Applications.
12. In accordance with the Higher Education Act (HEA), as amended by the Higher Education Opportunity Act (HEOA) of 2008, all successful applicants funded under the CCAMPIS competition will receive four-year (48-month) grant awards.
13. **All applicants must complete the CCAMPIS Program Profile form. Applicants may not modify, amend or delete the contents of this form.** Instructions for submitting the form are included in the Instructions for Completing the Application Package.
14. **All applicants must provide a one-page abstract.** Complete instructions for submitting the abstract are included in the Instructions for Completing the Application Package in this application. The abstract must be uploaded into the ED Abstract Form in Grants.gov.
15. Information on the CCAMPIS Program is accessible at the Department's website at: <http://www2.ed.gov/programs/campisp/index.html>.

OVERVIEW

CHILD CARE ACCESS MEANS PARENTS IN SCHOOL PROGRAM

AUTHORIZATION

Title IV, Part A, Subpart 7, Sec. 419N; 20 U.S.C. § 1070e of the Higher Education Act (HEA), as amended by the Higher Education Opportunity Act (HEOA) of 2008.

PROGRAM REGULATIONS

The CCAMPIS Program does not have program specific regulations.

PURPOSE

Provides support for the participation of low-income parents in postsecondary education through the provision of campus-based child care services.

ELIGIBLE APPLICANTS

The following are eligible to apply for a grant to carry out a CCAMPIS Program project:

- (a) An institution of higher education shall be eligible to receive a grant under this section for a fiscal year if the total amount of all Federal Pell Grant funds awarded to students enrolled at the institution of higher education for the preceding fiscal year equals or exceeds \$350,000, except that for any fiscal year for which the amount appropriated to carry out this section is equal to or greater than \$20,000,000, this sentence shall be applied by substituting \$250,000 for \$350,000.

ACTIVITIES FUNDED UNDER THIS PROGRAM

- (a) Grant funds under this section shall be used by an institution of higher education to support or establish a campus-based child care program primarily serving the needs of low-income students enrolled at the institution of higher education. Grant funds under this section may be used to provide before and after school services to the extent necessary to enable low-income students enrolled at the institution of higher education to pursue postsecondary education.

GRANTS.GOV SUBMISSION PROCEDURES AND TIPS FOR APPLICANTS

IMPORTANT – PLEASE READ FIRST

U.S. Department of Education

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

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Application Procedures as described in the Federal Register Notice announcing the grant competition.

Application Submission Instructions: Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs (Common Instructions), 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.

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

According to the instructions found in the Federal Register Notice, those requesting and qualifying for an exception to the electronic submission requirement may submit an application by mail, commercial carrier or by hand delivery.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

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 deadline date.

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 the "Notice Inviting Applications" that was published in the Federal Register or visit <http://www.grants.gov>.

Submission of Paper Applications by Mail

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

**U.S. Department of Education
OFO/G5 Functional Application Team
Mail Stop 5C231
Attention: Assistance Listing Number: #84.335A
400 Maryland Avenue, SW
Washington, DC 20202-4260**

You must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do **not** accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

Special Note: Due to potential disruption to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; U.S. Postal Service Express Mail; or a courier service) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under “Applications Delivered by Mail,” and then follow the instructions for “Applications Delivered by Hand.”

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department—

1. You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the ALN number, including suffix letter, if any, of the competition under which you are submitting your application; and
2. The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

Application Control Center Hours of Operation

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, D.C. time) except Saturdays, Sundays, and Federal holidays.

Late Applications

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

ABSOLUTE, COMPETITIVE, AND INVITATIONAL PRIORITIES

In the FY 2023 competition, the program has two absolute priorities, one competitive preference priority, and three invitational priorities.

The Department will fund projects under the CCAMPIS Program that provide support for the participation of low-income parents in postsecondary education through the provision of campus-based child care services.

The Department will only consider an application that addresses the absolute priorities.

Absolute Priority 1

Leverage significant local or institutional resources, including in-kind contributions, to support the activities assisted under this section.

Absolute Priority 2

Utilize a sliding fee scale for child care services provided in order to support a high number of low-income parents pursuing postsecondary education at the institution.

Competitive Preference Priority

Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students in coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address child care.

Invitational Priority 1

Supporting Students Who are Single Parents

Projects that propose to serve children of student-parents residing in a single parent home. An applicant should describe in its application how it will provide resources with institutional funds, in addition to child care assistance provided by CCAMPIS funds, that will enhance the student-parents' educational, personal, and financial growth.

Invitational Priority 2

Increasing Campus-Based Child Care for Low-Income Student Parents

Projects that are designed to improve the quality of the campus-based child care provided to the children of low-income student parents, including through increases in compensation for early childhood teachers.

Invitational Priority 3

Providing Wrap-Around Services for Low-Income Parents in Postsecondary Education

Projects that propose to develop high-impact community engagement strategies and partner with community organizations in order to leverage institutional and community resources to provide wrap-around services (such as public benefits and additional financial aid to cover textbook costs, transportation costs, mental health services, faculty mentoring, tutoring, peer support groups, and emergency grants) that meet the

whole need of low-income parents in postsecondary education.

NOTICE INVITING APPLICATIONS FOR NEW AWARDS

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Child Care Access Means Parents in School Program

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) 2023 for the Child Care Access Means Parents in School (CCAMPIS) Program, Assistance Listing Number 84.335A. This notice relates to the approved information collection under OMB control number 1840-0737.

DATES:

Applications Available: [May 31, 2023].

Deadline for Transmittal of Applications: [July 31, 2023].

Deadline for Intergovernmental Review: [August 29, 2023].

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 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: Harold L. Wells, II, U.S. Department of Education, 400 Maryland Avenue, SW, 5th Floor, Washington, DC 20202-4260. Telephone: (202) 453-6131. Email: Harold.Wells@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 CCAMPIS Program supports the participation of low-income parents in postsecondary education by providing campus-based child care services.

Priorities: This notice contains two absolute priorities, one competitive preference priority, and three invitational priorities. In accordance with 34 CFR 75.105(b) (2) (iv), the absolute priorities are from section 419N(d) of the Higher Education Act of 1965, as amended (HEA), 20 U.S.C. 1070e(d). The competitive preference priority is 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).

Note: Applicants must include in the one-page abstract submitted with the application a statement indicating whether the competitive preference priority is addressed. If the applicant has addressed the competitive preference priority, this information must also be listed on the CCAMPIS Program Profile form.

Absolute Priorities: For FY 2023, and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c) (3), we consider only applications that meet both priorities.

These priorities are:

Absolute Priority 1: Projects that are designed to leverage significant local or institutional resources, including in-kind contributions, to support the activities assisted under section 419N of the HEA.

Absolute Priority 2: Projects that are designed to utilize a sliding fee scale for child care services provided under section 419N of the HEA in order to support a high number of low-income parents pursuing postsecondary education at the institution.

Competitive Preference Priority: For FY 2023 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is a competitive preference priority. Under 34 CFR 75.105(c) (2) (i), we award up to an

additional 5 points to an application, depending on how well the application meets this priority.

The priority is:

Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change (up to 5 points).

Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students in coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address child care.

Background: The Department encourages applicants to coordinate with agencies and organizations to leverage funding available through Federal, State, or local government, or community-based organizations, to support student parents in meeting early learning needs. Applicants could also propose to establish partnerships with other publicly funded child care centers, including Head Start providers, to help student parents on waiting lists access other child care centers with available space. For example, in recent months, partnerships have developed to encourage the establishment of Head Start Centers on community college campuses. Through these partnerships, community colleges will provide free on-campus space and the Head Start centers will provide free childcare to college students.¹

Invitational Priorities: For FY 2023, 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 applications.

The priorities are:

¹ Inside Higher Ed, "Community Colleges to Get More Head Start Centers." <https://www.insidehighered.com/quicktakes/2023/03/16/community-colleges-get-more-head-start-centers>

Invitational Priority 1: Supporting Students Who Are Single Parents.

Projects that propose to serve children of student-parents who are single parents. An applicant should describe in its application how it will use institutional funds, in addition to child care assistance provided by CCAMPIS funds, to provide resources that will enhance the educational, personal, and financial growth of students who are single parents.

Background: According to the Institute for Women's Policy Research (IWPR), there are nearly 2.1 million single mothers in college today, many of whom are women of color.² These mothers face nearly insurmountable odds against finishing their degrees, even as many of them are pursuing higher education in order to lift their families out of poverty. IWPR further notes that only 8 percent of single mothers who start college earn an associate or bachelor's degree within 6 years, compared with about half of women who are not mothers.

IWPR research also finds that supports such as free child care, financial assistance, and social skills training would allow more student parents to graduate. According to the IWPR, offering free child care to a single mother pursuing a bachelor's degree improves success rates for community college students. Free child care may allow many student parents to finish school more quickly, meaning they would require fewer years of support and likely spend more years earning higher wages. One recent study shows that students who utilized a campus child care center had triple the on-time graduation rate of student parents who did not use a center.³

Invitational Priority 2: Increasing the quality of campus-based child care for low-income student parents.

² Institute for Women's Policy Research (IWPR) analysis of data from the U.S. Department of Education (September 2017), National Center for Education Statistics. National Postsecondary Student Aid Study and the Integrated Postsecondary Aid Survey (IPEDS). Retrieved from <https://iwpr.org/iwpr-issues/student-parent-success-initiative/single-mothers-in-college-growing-enrollment-financial-challenges-and-the-benefits-of-attainment/>.

³ Stewart, P. "Campus Child Care Critical in Raising Single Mothers' Graduation Rates." *Diverse Issues in Higher Education* (June 6, 2018). <https://diverseeducation.com/article/117704/>.

Applications from institutions that are working to improve the quality of campus-based child care provided to the children of low-income student parents, which include increases in compensation and providing support services for early childhood teachers, using federal and non-federal funding as appropriate.

Background: High-quality child care provides benefits to children, their parents, and the economy at large. Research indicates that children who attend high-quality early childhood education programs perform better in school, have higher educational attainment, have better health, and have higher individual and household earnings.^{4,5} These findings indicate that high-quality child care may produce positive intergenerational impacts by affording low-income parents the ability to participate in postsecondary education while setting up their children for future success. Beyond the core safety and security requirements, systematic efforts to boost quality in early childhood education include the Head Start Program Performance Standards⁶ and States' quality rating and improvement systems.⁷ An important, measurable dimension of quality in early childhood settings is the nature of relationships and interactions between early childhood staff and children in the care setting. Evidence suggests that stable, attached child-caregiver relationships in the children's earliest years provide a critical foundation for their subsequent healthy development.⁸ Research suggests that staff turnover in early childhood settings is associated with children's weaker language and social skill development,⁹ and workers experiencing economic stress have a more difficult time fully engaging with children

⁴ U.S. Department of the Treasury. 2021. "The economics of child care supply in the United States." <https://home.treasury.gov/system/files/136/TheEconomics-of-Childcare-Supply-09-14-final.pdf>.

⁵ Barr, A., & Gibbs, C. R. (2022). Breaking the Cycle? Intergenerational Effects of an Antipoverty Program in Early Childhood. *Journal of Political Economy*, 130(12), 3253-3285.

⁶ <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>.

⁷ https://childcareta.acf.hhs.gov/sites/default/files/public/a_foundation_for_quality.pdf.

⁸ Thresholds in the association between quality of teacher-child interactions and preschool children's school readiness skills - ScienceDirect.

⁹ Center- and Program-Level Factors Associated with Turnover in the Early Childhood Education Workforce.

and offering a high-quality learning experience.¹⁰ Evidence also indicates that improvements in compensation and working conditions can significantly reduce turnover and are associated with better care and improved child outcomes.¹¹ This priority is in keeping with President Biden's Executive Order on Increasing Access to High-Quality Care and Supporting Caregivers, signed April 18, 2023.¹²

Invitational Priority 3: Providing Wrap-Around Services for Low-Income Parents in Postsecondary Education.

Projects that propose to develop high-impact community engagement strategies and partner with community organizations in order to leverage institutional and community resources to provide wrap-around services that address the comprehensive needs of low-income parents in postsecondary education, such as public benefits and additional financial aid to cover textbook costs, transportation costs, mental health services, faculty mentoring, tutoring, peer support groups, and emergency grants.

Background: Poverty reduces a student's opportunity to enter, persist, and complete higher education. Students from low-income backgrounds are more likely to delay enrollment, enroll in college part-time, or drop out.¹³ The novel coronavirus disease 2019 (COVID-19) pandemic caused many students to delay enrollment in college,¹⁴ and colleges and universities struggle to address the financial needs of enrolled students. Financial aid supports such as Pell Grants provide important resources for under-resourced students to access college, but additional supports are needed to ensure students persist and complete their education. Studies in New York and Ohio, for example, show that comprehensive supports such as leadership

¹⁰ Chapter 20 Pre-School, Day Care, and After-School Care: Who's Minding the Kids? - ScienceDirect.

¹¹ <https://files.elfsightcdn.com/022b8cb9-839c-4bc2-992e-cefccb8e877e/6de6fd54-e921-4c88-a452-ad7cabccc362.pdf>.

¹² Executive Order on Increasing Access to High-Quality Care and Supporting Caregivers | The White House

¹³ "Low-income students are dropping out of college this fall in alarming numbers," The Washington Post (Sept. 16, 2020), <https://www.washingtonpost.com/business/2020/09/16/college-enrollment-down/>.

¹⁴ <https://www.cnbc.com/2021/04/16/college-enrollment-sank-due-to-the-covid-pandemic.html>.

opportunities, career development, and removal of key financial barriers designed to help community college students stay enrolled and graduate have doubled 3-year graduation rates for those students.¹⁵

Application Requirements: For FY 2023, and any subsequent year in which we make awards from the list of unfunded applications from this competition, applicants must meet the following application requirements from section 419N(c) of the HEA:

(a) An institution of higher education desiring a grant under this competition must submit an application that--

(1) Demonstrates that the institution is an eligible institution;

(2) Specifies the amount of funds requested;

(3) Demonstrates the need of low-income students (as defined in this notice) at the institution for campus-based child care services by including in the application--

(i) Information regarding student demographics;

(ii) An assessment of child care capacity on or near campus;

(iii) Information regarding the existence of waiting lists for existing child care;

(iv) Information regarding additional needs created by concentrations of poverty or by geographic isolation; and

(v) Other relevant data;

(4) Contains a description of the activities to be assisted, including whether the grant funds will support an existing child care program or a new child care program;

(5) Identifies the resources, including technical expertise and financial support, the institution will draw upon to support the child care program and the

¹⁵ Manpower Demonstration Research Corporation, "CUNY ASAP Doubles Graduation Rates in New York and Ohio." (Feb. 2021). Retrieved February 23, 2021. <https://www.mdrc.org/publication/cuny-asap-doubles-graduation-rates-new-york-city-and-ohio>.

participation of low-income students in the program, such as accessing social services funding, using student activity fees to help pay the costs of child care, using resources obtained by meeting the needs of parents who are not low-income students, and accessing foundation, corporate, or other institutional support, and demonstrate that the use of the resources will not result in increases in student tuition;

(6) Contains an assurance that the institution will meet the child care needs of low-income students through the provision of services or through a contract for the provision of services;

(7) Describes the extent to which the child care program will coordinate with the institution's early childhood education curriculum, to the extent the curriculum is available, to meet the needs of the students in the early childhood education program at the institution and the needs of the parents and children participating in the child care program assisted under the applicant's project;

(8) In the case of an institution seeking assistance for a new child care program--

(i) Provides a timeline, covering the period from receipt of the grant through the provision of the child care services, delineating the specific steps the institution will take to achieve the goal of providing low-income students with child care services;

(ii) Specifies any measures the institution will take to assist low-income students with child care during the period before the institution provides child care services; and

(iii) Includes a plan for identifying resources needed for the child care services, including space in which to provide child care services, and technical assistance, if necessary;

(9) Contains an assurance that any child care facility assisted under this section will meet the applicable State or local government licensing, certification,

approval, or registration requirements; and

(10) Contains a plan for any child care facility assisted under this program to become accredited within 3 years of the date the institution first receives assistance under this program.

Definitions: The definitions of "low-income student" and "early childhood education program" are from sections 419N and 103 (20 U.S.C. 1003) of the HEA, respectively.

Early childhood education program means--

(1) A Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 et seq.), including a migrant or seasonal Head Start program, an Indian Head Start program, or a Head Start program or an Early Head Start program that also receives State funding;

(2) A State licensed or regulated child care program; or

(3) A program that--

(i) Serves children from birth through age 6 that addresses the children's cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and

(ii) Is--

(I) A State prekindergarten program;

(II) A program authorized under section 619 (20 U.S.C. 1419) or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.); or

(III) A program operated by a local educational agency.

Low-income student means a student--

(1) Who is eligible to receive a Federal Pell Grant for the award year for which the determination is made; or

(2) Who would otherwise be eligible to receive a Federal Pell Grant for the award year for which the determination is made, except that the student fails to meet the requirements of--

(i) 20 U.S.C. 1070a(c)(1) because the student is enrolled in a graduate or

first professional course of study; or

(ii) 20 U.S.C. 1091(a) (5) because the student is in the United States for a temporary purpose.

Program Authority: 20 U.S.C. 1070e.

Note: Projects will be awarded and must be operated in a manner consistent with the nondiscrimination requirements contained 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 Supplemental Priorities.

Note: Because there are no program-specific regulations for the CCAMPIS Program, applicants are encouraged to carefully read the authorizing statute: title IV, part A, subpart 7, section 419N of the HEA (20 U.S.C. 1070e).

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: \$13,600,000.

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.

Estimated Range of Awards: \$150,000 to \$1,000,000.

Estimated Average Size of Awards: \$500,000.

Maximum Award: The maximum annual amount an applicant may receive under this program for a 12-month budget period is \$500,000 or the amount equivalent to the product of \$100 multiplied by the institution's number of Pell recipients in FY 2022, whichever

amount is greater. The Department encourages all applicants to consult the Department of HHS' Provider Cost of Quality Calculator while developing award requests. This tool can be found at <https://childcareta.acf.hhs.gov/pcqc>.

Estimated Number of Awards: 27.

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

Project Period: Up to 48 months.

III. Eligibility Information

1. Eligible Applicants: Institutions of higher education that awarded a total of \$250,000 or more in Federal Pell Grant funds during FY 2022 to students enrolled at the institution.

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

b. Indirect Cost Rate Information: This program uses an unrestricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www2.ed.gov/about/offices/list/ocfo/intro.html.

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.

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. Please note that, under 34 CFR 79.8(a), we have shortened the standard 60-day intergovernmental review period in order to make awards by the end of FY 2023.

3. Funding Restrictions: Funding restrictions are outlined in section 419N(b)(2)(B) of the HEA and the Consolidated Appropriations Act, 2022 (P.L. 117-103). We reference 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, which includes the budget narrative, to no more than 50 pages and (2) use the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins.
- Double space all text in the application narrative, and single-space titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a 12-point font.
- Use an easily readable font such as Times New Roman, Courier, Courier New, or Arial.

The recommended 50-page limit does not apply to the Application for Federal Assistance cover sheet (SF 424); the Budget Information Summary form (ED Form 524); the CCAMPIS Program Profile form and the one-page Project Abstract form; or the assurances and certifications. The recommended page limit also does not apply to a table of contents, which you should include in the application narrative. You must include your complete response to the selection criteria in the application narrative.

We recommend that any application addressing the competitive preference and

invitational priorities include no more than three additional pages for each priority.

V. Application Review Information

1. Selection Criteria: The selection criteria for this competition are from section 419N of the HEA and 34 CFR 75.210 and are listed below.

We will award up to 100 points to an application under the selection criteria. An applicant that also chooses to address the competitive preference priority can earn up to 105 total points. The maximum number of points available for each criterion is indicated in parentheses.

(a) Need for the project. (up to 24 points)

In determining the need for the proposed project, the Secretary considers the extent to which the applicant demonstrates, in its application, the need for campus-based child care services for low-income students, by including the following (see section 419N(c) (3) of the HEA):

(i) Information regarding student demographics.

(ii) An assessment of child care capacity on or near campus, including information regarding the existence of waiting lists for existing child care.

(iii) Information regarding additional needs created by concentrations of poverty or by geographic isolation.

(iv) Other relevant data.

(b) Quality of project design. (up to 36 points)

In determining the quality of the design of the proposed project, the Secretary considers the following:

(i) The extent to which the applicant describes in its application the activities to be assisted, including whether the grant funds will support an existing child care program or a new child care program (see section 419N(c) (4) of the HEA).

(ii) The extent to which the services to be provided by the proposed project are focused on those with greatest needs (see 34 CFR 75.210(d) (3) (xi)).

Note: When describing how the project is focused on those with greatest needs, applicants are encouraged to include in their assessment the extent to which services are available during all hours that classes are in session, including evenings and weekends, to part-time students, and to students who need only emergency drop-in child care in the event that regularly scheduled child care is unexpectedly unavailable.

(iii) The likely impact of the services to be provided by the proposed project on the intended recipients of those services (see 34 CFR 75.210(d)(3)(iv)).

(iv) The extent to which the application includes an assurance that the institution will meet the child care needs of low-income students through the provision of services, or through a contract for the provision of services (see section 419N(c)(6) of the HEA).

(v) The extent to which the child care program will coordinate with the institution's early childhood education curriculum, to the extent the curriculum is available, to meet the needs of the students in the early childhood education program at the institution, and the needs of the parents and children participating in the child care program assisted under this section (see section 419N(c)(7) of the HEA).

(vi) The extent to which the proposed project encourages parental involvement (see 34 CFR 75.210(c)(2)(xix)).

(vii) If the applicant is seeking assistance for a new child care program (see section 419N(c)(8) of the HEA)-

(1) The extent to which the applicant's timeline, covering the period from receipt of the grant through the provision of the child care services, delineates the specific steps the institution will take to achieve the goal of providing low-income students with child care services;

(2) The extent to which the applicant specifies any measures the institution will take to assist low-income students with child care during the period before the institution provides child care services; and

(3) The extent to which the application includes a plan for identifying resources needed for the child care services, including space in which to provide child care services and technical assistance if necessary.

Note: The maximum available points for this selection criterion will be divided equally, for applications that seek assistance to support new programs, among factors (i)-(vi), and, for applications that seek assistance to support new programs, among factors (i)-(vii).

(c) Quality of management plan. (up to 21 points)

In determining the quality of the management plan for the proposed project, the Secretary considers the following:

(i) The extent to which the application identifies the resources, including technical expertise and financial support, the institution will draw upon to support the child care program and the participation of low-income students in the program, such as accessing social services funding, using student activity fees to help pay the costs of child care, using resources obtained by meeting the needs of parents who are not low-income students, and accessing foundation, corporate or other institutional support, and demonstrates that the use of the resources will not result in increases in student tuition (see section 419N(c) (5) of the HEA).

(ii) The qualifications, including relevant training and experience, of key project personnel (see 34 CFR 75.210(e) (3) (ii)).

(iii) 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 (see 34 CFR 75.210(g) (2) (i)).

(d) Quality of project evaluation. (up to 12 points)

In determining the quality of the project evaluation, the Secretary considers the following:

(i) The extent to which the methods of evaluation are thorough, feasible, and

appropriate to the goals, objectives, and outcomes of the proposed project (see 34 CFR 75.210(h)(2)(i)).

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible (see 34 CFR 75.210(h)(2)(iv)).

(iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes (see 34 CFR 75.210(h)(2)(vi)).

(e) Adequacy of resources. (up to 7 points)

In determining the adequacy of resources for the proposed project, the Secretary considers the following:

(i) The extent to which the budget is adequate to support the proposed project (see 34 CFR 75.210(f)(2)(iii)).

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits (see 34 CFR 75.210(f)(2)(v)).

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).

For this competition, a panel of non-Federal reviewers will review each application in accordance with the selection criteria. The individual scores of the reviewers will be added and the sum divided by the number of reviewers to determine the peer review score received in the review process.

If there are insufficient funds for all applications with the same total scores, the Secretary will choose from among the tied applications by selecting the institution with the largest number of Pell Grant recipients.

3. Risk Assessment and Specific Conditions: Consistent with 2 CFR 200.206, before awarding grants under this competition 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 will 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 success of the CCAMPIS Program will be measured by the postsecondary persistence and degree completion rates of the CCAMPIS Program participants. All CCAMPIS Program grantees will be required to submit an annual performance report documenting the persistence and degree attainment of their participants. Although students may choose to use child care services at different points in their college enrollment, the goal is to measure the outcomes of student-parents based on their completion of their program within 150 percent or 200 percent of the published program length. The cohort model of evaluation will track the level of utilization by a student-parent throughout their enrollment at the institution and will provide results based on the long-term academic success of the student-parent. The Department will aggregate the data provided in the annual performance reports from all grantees to determine the accomplishment level. The CCAMPIS reporting data collection is moving toward a semester-to-semester cohort model. This will not increase public reporting burden as CCAMPIS grantees are gathering and maintaining the data needed in completing and reviewing the collection of information currently.

6. Continuation Awards: In making a continuation grant 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 grant, 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 search feature at this site, you can limit your search to documents published by the Department.

Dated:

Nasser H. Paydar,
Assistant Secretary for Postsecondary Education.

AUTHORIZING LEGISLATION

Title IV, Part A, Subpart 7 of the Higher Education Act of 1965, as amended.
20 U.S.C. 1070e

<https://www.govinfo.gov/content/pkg/USCODE-2016-title20/pdf/USCODE-2016-title20-chap28-subchapIV-partA-subpart7-sec1070e.pdf>

EXPECTATIONS OF SUCCESSFUL APPLICANTS

Reporting Requirements

Each successful applicant must agree to collect data and maintain records over the course of the grant period. As part of the annual performance report, grantees must report the number of participants they served as well as the number of children served for each participant and specific data related to enrollment. The Department will collect this and other grant information annually during the grant period of CCAMPIS Program grantees.

Additionally, EDGAR, 34 CFR section 74.25, requires grantees to communicate with and obtain approval from the Lead CCAMPIS Program Specialist when they seek a change in key personnel, the objectives of the project, or the scope of the project, including changes in locations of the CCAMPIS program. In general, when uncertain, it is always best to communicate with the CCAMPIS Program Specialist to verify compliance and appropriate grant management.

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/2020/04/SPOC-4-13-20.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 84.335A, 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 4:30 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.**

SUPPLEMENTAL INFORMATION

The following supplements the information provided in the “Dear Applicant” letter and the Notice.

1. Estimated Funding

- Estimated Available Funds for New Awards: \$13,600,000.
- Estimated Range of Awards: \$150,000 to \$1,000,000.
- Estimated Average Size of Awards: \$500,000.
- Estimated Number of New Awards: 27.
- Project Period for New Awards: 48 months

2. Intergovernmental Review of Federal Programs

Intergovernmental Review of Federal Programs was issued to foster an intergovernmental partnership and to strengthen federalism by relying on state and local processes for the coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State’s process under Executive Order 12372. A listing of the Single Point of Contact for each State may be viewed at: <https://www.whitehouse.gov/wp-content/uploads/2020/04/SPOC-4-13-20.pdf>.

3. Length of New Award

Applicants for new awards may apply for four years (48 months) of funding.

4. CCAMPIS Program Profile Form

All applicants must provide the information requested on this form. **You may not modify, amend or delete this form.**

Applicants must copy and paste the CCAMPIS Program Profile Form into a separate document, or otherwise recreate the page exactly as it appears. Complete the form, save it to your computer and attach it to the **Other Attachments Form** as a PDF or Word document only. Do not modify or amend the language on the form in any way.

5. Evaluation of Applications for Awards

A panel of two non-federal reviewers will review each application in accordance with the selection criteria. Each reviewer will prepare a written evaluation of the information presented in the application narrative section of the application and assign points for each selection criterion.

All applications for grants under the CCAMPIS Program will be evaluated as new submissions according to the selection criteria listed in the program legislation. (USC › Title 20 › Chapter 28 › Subchapter IV › Part A › Subpart 7 › § 1070 20 USC § 1070e - Child care access means parents in school)

6. Selection Criteria

The selection criteria in 20 USC § 1070e, as amended by the final regulations published on October 26, 2010, are used to evaluate applications. The selection criteria and maximum possible points are included in the application package.

7. Applicant Funding

Applicants should pay close attention to funding stipulations provided in USC › Title 20 › Chapter 28 › Subchapter IV › Part A › Subpart 7 › § 1070 20 USC § 1070e - Child Care Access Means Parents in School - § 4 (Eligible Institutions).

8. Selection of Grantees

The Secretary will select applications for funding in rank order, based on the applications' total score for the selection criteria. If there are insufficient funds for all applications with the same total scores, the Secretary will choose among the tied applications so as to serve geographical areas that have been underserved by the CCAMPIS Program.

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

9. Expectations of Successful Applicants

Please see the section titled Expectations of Successful Applicants in this application package.

10. Notice to Unsuccessful Applicants

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

11. Annual Performance Report Requirements

If you receive a new grant award, you will be required to submit annual performance reports (APR) during the four-year funding cycle. This APR collects data about funded projects to enable program specialists to determine if a grantee is making substantial progress toward meeting approved project goals.

12. **Contact Information**

For CCAMPIS Program-related questions and assistance, please contact:

Grants Management Specialist: Harold Wells II
Address: Student Service/CCAMPIS Program
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
Telephone: (202) 453-6131
Fax: (202) 260-7464
E-mail Address: Harold.wells@ed.gov

For Grants.gov-related questions and assistance, please contact:

Support Desk: Grants.gov Support Desk
Telephone: (800) 518-4726
Hours: 24 hours, 7 days a week, except Federal holidays
Email: support@grants.gov

**CHILD CARE ACCESS MEANS PARENTS IN SCHOOL
PROGRAM PROFILE FORM**

Instructions: All applicants must complete this form and attach it to the Other Attachments Form in the application package in Grants.gov (as a PDF or Word document).

DO NOT MODIFY OR AMEND THE CONTENTS OF THIS FORM.

In the FY 2023 competition, the program has two absolute priorities, one competitive preference priority, and three invitational priorities.

The Department will only consider an application that addresses the absolute priorities.

Did you address?

Yes___ or No ___ Absolute Priority 1: Leverage significant local or institutional resources, including in-kind contributions, to support the activities assisted under this section.

Yes___ or No ___ Absolute Priority 2: Utilize a sliding fee scale for child care services provided in order to support a high number of low-income parents pursuing postsecondary education at the institution.

(No more than 3 pages)

Yes___ or No ___ Competitive Preference Priority: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change.

Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students in coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address child care.

(No more than 3 pages)

Yes___ or No ___ Invitational Priority 1: Supporting Students Who are Single Parents.

Projects that propose to serve children of student-parents residing in a single parent home. An applicant should describe in its application how it will provide resources with institutional funds, in addition to child care assistance provided by CCAMPIS funds, that will enhance the student-parents' educational, personal, and financial growth.

(No more than 3 pages)

Yes ___ or No ___ **Invitational Priority 2:** Increasing Campus-Based Child Care for Low-Income Student Parents.

Projects that are designed to improve the quality of the campus-based child care provided to the children of low-income student parents, including through increases in compensation for early childhood teachers.

(No more than 3 pages)

Yes ___ or No ___ **Invitational Priority 3:** Providing Wrap-Around Services for Low- Income Parents in Postsecondary Education.

Projects that propose to develop high-impact community engagement strategies and partner with community organizations in order to leverage institutional and community resources to provide wrap-around services (such as public benefits and additional financial aid to cover textbook costs, transportation costs, mental health services, faculty mentoring, tutoring, peer support groups, and emergency grants) that meet the whole need of low-income parents in postsecondary education.

_____ Are you an existing applicant? (The applicant **currently has** a child care center or provides child care services for the student-parents that attend your institution).

_____ Are you a new applicant? (The applicant **does not have** a child care center that provides child care services for the student-parents that attend your institution).

1. Name of Applicant Institution/Campus and Institution/Campus OPE ID#: (Use your institution's complete name. If your institution is a branch campus, use the parent institution's name but follow with the name of the branch campus. For example, you would cite the State University of U.S.A., Happy Campus)

Name: _____

OPE ID#: _____

PR Award # (if currently funded) _____

2. Applicant Address: (Indicate the address where the program will be located)

Street: _____

City: _____

State: _____ Zip Code: _____

3. The total amount of Federal Pell Grant funds awarded to students by the applicant institution for the preceding fiscal year, FY 2022 (**Pell amount must be specific to the applicant institution and not an aggregate College/University District or System amount**):

\$_____.

4. Total amount listed from the **ED Form 524 (Year One Only)** \$_____.

5. Is the Applicant Institution child care center(s) or outsourced child care center(s) nationally accredited (list all):

No____ Yes____ (If so, by what national accrediting agency and date of expiration)

6. Does the applicant institution offer an early childhood education curriculum:

Yes____ No____

7. The intended types of child care services to be provided (Please mark all appropriate):

Infant____ Toddler____ Before and After School____ Summer____ Other____

8. Will child care services be conducted by center(s):

owned by the institution____

contracted to outsourced accredited centers____

contracted to outsourced accredited homes____

9. Total number of student-parents your program plans to serve:_____

10. Total number of children your program intends to serve:_____

INSTRUCTIONS FOR COMPLETING THE APPLICATION PACKAGE

The application consists of the following four parts. These parts are organized in the same manner that the submitted application should be organized. The parts are as follows:

Part I: **SF 424 Form** -- Application for Federal Assistance and Department of Education Supplemental Information for SF 424

***NOTES:**

- Applicants must complete the Standard Form (SF 424) form first because some of the information you provide here is automatically inserted into other sections of the Grants.gov application package.
- Please 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.

Part II: **ED Form 524**
Department of Education Budget Summary Form (ED Form 524) Sections A & B
(**NOTE:** Section C – Budget Narrative must be included as part of the Project Narrative Attachment Form, located in Part III.)

Part III: **Attachments**
ED Abstract Form
Project Narrative Attachment Form – includes a Table of Contents and application narrative
Other Attachments Form – includes the CCAMPIS Program Profile Form and responses to the Absolute, Competitive and Invitational Priorities

The Department of Education Abstract Form is where you attach the one-page CCAMPIS project abstract.

The Project Narrative Attachment Form is where you attach the responses addressing the program selection criteria that will be used to evaluate applications submitted for this competition. We recommend that you limit the application narrative to the equivalent of no more than 50 pages, excluding a *Table of Contents* and other items outlined in the Notice. **Please see the Notice for detailed information on recommended page limits and formatting requirements.** You should include a Table of Contents for your application as the first page of this section. **You must also include your budget narrative in this section as part of the selection criteria.** The budget should demonstrate and justify that all costs are reasonable and necessary to accomplish the proposed project activities.

The Other Attachments Form is where you attach the CCAMPIS Program Profile Form and responses to the absolute, competitive and invitational priorities.

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

Part IV: Assurances and Certifications -- Applicants must complete the following assurances and certifications included in the application package:

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

Note: The Disclosure of Lobbying Activities (SF-LLL) should only be completed by applicants that engage in lobbying activities.

INSTRUCTIONS FOR APPLICATION NARRATIVE – SELECTION CRITERIA

The following information supplements the information provided in the “Dear Applicant” letter, “Competition Highlights,” and the Notice.

The *Application Narrative* is to be attached to the Project Narrative Attachment Form in the Grants.gov application.

Before preparing the *Part III -- Application Narrative*, applicants should review the “Dear Applicant” letter, Competition Highlights, Notice, program statute, and EDGAR regulations for specific guidance and requirements. Note that applications will be evaluated according to the selection criteria, which is included in this package.

The Secretary evaluates an application on the basis of the broad criteria in 20 U.S.C. § 1070e of the CCAMPIS program public law. The Application Narrative should provide, in detail, the information that addresses the selection criteria. The maximum possible score for each category of the selection criteria is indicated in parenthesis.

We recommend that you limit the application narrative to the equivalent of no more than 50 pages, double-space all text in the application narrative, and single-space titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs. Use an easily readable font such as Times New Roman, Courier, Courier New, or Arial. Use a font that is either 12-point or larger and number the pages consecutively. The narrative should be written concisely. Only the required information should be submitted. Please refer to the notice (see Content and Form of Application Submission) for additional application submission requirements.

To facilitate the review of the application, provide responses to each of the following selection criteria in the following order:

1. Need for the project	(24 points)
2. Quality of project design	(36 points)
3. Quality of management plan	(21 points)
4. Quality of project evaluation	(12 points)
5. Adequacy of resources	(7 points)
6. Competitive Preference Priority	(5 points)
Total Maximum Score for Selection Criteria	<u>105 POINTS</u>

IN THE FY 2023 COMPETITION, THE PROGRAM HAS TWO ABSOLUTE PRIORITIES, A COMPETITIVE PREFERENCE PRIORITY AND THREE INVITATIONAL PRIORITIES.

THE DEPARTMENT WILL ONLY CONSIDER AN APPLICATION THAT ADDRESSES THE ABSOLUTE PRIORITIES.

Absolute Priority 1: Leverage significant local or institutional resources, including in-kind contributions, to support the activities assisted under this section.

Absolute Priority 2: Utilize a sliding fee scale for child care services provided in order to support a high number of low-income parents pursuing postsecondary education at the institution.

Competitive Preference Priority (up to 5 points): Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change. Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students in coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address child care.

Invitational Priority 1: Supporting Students Who are Single Parents. Projects that propose to serve children of student-parents residing in a single parent home. An applicant should describe in its application how it will provide resources with institutional funds, in addition to child care assistance provided by CCAMPIS funds, that will enhance the student-parents' educational, personal, and financial growth.

Invitational Priority 2: Increasing Campus-Based Child Care for Low-Income Student Parents. Projects that are designed to improve the quality of the campus-based child care provided to the children of low-income student parents, including through increases in compensation for early childhood teachers.

Invitational Priority 3: Providing Wrap-Around Services for Low-Income Parents in Postsecondary Education. Projects that propose to develop high-impact community engagement strategies and partner with community organizations in order to leverage institutional and community resources to provide wrap-around services (such as public benefits and additional financial aid to cover textbook costs, transportation costs, mental health services, faculty mentoring, tutoring, peer support groups, and emergency grants) that meet the whole need of low-income parents in postsecondary education.

Formatting

We 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 all text in the application narrative, and single-space titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs. Use a 12-point font. Use an easily readable font such as Times New Roman, Courier, Courier

New, or Arial. Page numbers and an identifier may be within the 1" margin. Each page on which there is text or graphics will be counted as one full page.

The Application Narrative will include the discussion of the selection criteria. We recommend that you limit the application narrative to the equivalent of no more than 50 pages for the FY 2023 CCAMPIS competition.

The recommended page limit does not apply to:

- Application Face Sheet (Application for Federal Assistance Form – SF 424)
- Table of Contents
- Project Abstract
- Budget Summary Form (ED Form 524)
- CCAMPIS Program Profile Form
- Assurances and Certifications
- ED GEPA 427
- Absolute, Competitive and Invitational Priorities

In the Application Narrative, the applicant should address the selection criteria in the order delineated earlier (1-5) because this is the order in which the Technical Review Form is organized. The Technical Review Form is used by the peer reviewers to evaluate applications.

The following guidance may assist you in addressing each of the selection criteria:

Need for the project: The applicant should provide and describe clear evidence of students enrolled at the institution who meet the eligibility requirements and emphasize, in general, admission policies and current statistics on eligible student populations. Data or statistics relating to eligible students may include: total undergraduate and graduate population; the number of nontraditional students served at the institution; the total number of Pell students, graduate students or foreign students; the number of potentially eligible Pell students, graduate students or foreign students; percentage of students working and attending class; gender, diversity and low-income data and the number of low-income student-parent households. Applicants may include information or data derived from surveys or other evaluative processes that ascertained the need for the project. Applicants should describe available campus or community programs. Historical data assessing need, availability of child care, and trend data should be reported. Applicants are encouraged to discuss the additional information affecting the need for the project such as contributors to students' poverty and impacts of geographical isolation, if any. Applicants are encouraged to discuss other relevant data such as the: average cost of care (by age grouping); child care age group most in demand for care; student income comparisons to those that do not attend/graduate from college in the area; project impact on student enrollment, persistence, and graduation; and the effects of educational interventions attained from quality child care/development.

Quality of project design: This part of the application should provide information on who, what, when and how the project will provide services to meet the applicants' goals.

Applicants are encouraged to provide information that: details the program reporting chain; identifies the campus-partners and/or community agencies and how relationships will be established; and defines and describes assessments or procedures for identifying and selecting students with the greatest need and methods or media used to publicize the program. Further, applicants are encouraged to define the types of child care services to be provided (infant, toddler, school age, before and/or after school, summer programs) and detail how services will be provided (i.e., on campus or outsourced); the locations of services and contractual agreements; and how payment for services will be made. Applicant institutions are encouraged to address how the child care program will coordinate with the institution's Early Childhood Education (ECE) curriculum to meet the needs of students in the ECE program and the needs of parents and children participating in the project. Such curriculum activities include defining the academic rigor of students pursuing teaching/ECE degrees, lab training goals and placements of ECE students; and developmental appropriateness of all child care programs.

Further, all applicants are encouraged to describe plans to encourage parent involvement (i.e., plans for parent volunteerism, parent advisor board participation, student-parent peer support, field trip attendance, participation in parent education opportunities) or the intended outcomes of parent involvement.

New Applicants will address (The institution does not have a child care center on campus and does not provide child care services for the student-parents that attend your university):

New applicants are encouraged to provide a timeline covering the period from the receipt of the grant through the provision of the child care services, delineating the specific steps the institution will take to achieve the goals of providing low-income students with child care services. Applicants may include (but are not limited to) further explanation of the identification of students with the most need; identification of child care programs; and wait list management.

New applicants are encouraged to detail efforts taken to assist low-income students with child care during the period before the institution provides child care services. Such efforts may include (but are not limited to): referral services; identification of other financial support resources; or assistance with completing paperwork to obtain other services.

New applicants should include a plan for identifying resources needed for the child care services (institution owned or outsourced) including space in which to provide child care services and technical assistance or location of services and facility layouts and specifications.

All applicants are encouraged to include assurance that the child care facility assisted this program will meet the applicable State or local government licensing, certification, approval, or registration requirements.

All applicants should describe a plan for any child care facility assisted under this

program to become accredited within three years of the date the institution first receives assistance.

Quality of management plan: All applicants must describe the management plan for the proposed project that includes technical expertise and financial support the institution will draw upon to support the child care project and the participation of low-income students in the project, such as accessing social service funding, using student activity fees to help pay the costs of child care, using resources obtained by meeting the needs of parents who are not low-income students, and accessing foundations, corporate or other institutional support; and must demonstrate that the use of the resources will not result in increases in student tuition.

The minimum qualifications must be identified for all project personnel positions. The minimum educational qualifications should include the type of degree required and the acceptable field(s) of study for each key position. The type and minimum amount of work-related experience should also be described for each position. Applicants should **not give** the qualifications of or name specific people that they plan to employ but should give the qualifications required for the positions.

Quality of project evaluation: A strong evaluation plan should be included and should be used, as appropriate, to shape the development of the project from the beginning of the grant period. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports and outcomes will be available; and (7) how the applicant will use the information collected through evaluation to monitor progress of the funded project. Applicants are encouraged to devote an appropriate level of resources to project evaluation. The use of an outside evaluator is not required.

Adequacy of resources: Applicants are encouraged to describe how the budget is adequate to support the proposed project.

Additionally, applicants should discuss how the costs are reasonable in relation to the purpose of the program and the anticipated results and benefits.

This section should provide information that shows that the proposed budget will provide the resources necessary to successfully carry out the proposed project. Applicants should demonstrate here how the proposed resources would enable them to carry out the planned project in the most cost-effective manner possible. In response to this criterion, applicants must provide a detailed, itemized budget (ED Form 524) and a detailed budget narrative only for the **first-year** budget period. Although only the first-year's budget period is required, any financial commitment made by the institution (as indicated on SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS) will be for the duration of the 4-year grant cycle. The budget narrative is to be included in the Project Narrative. Additional budget instructions are cited in the instructions entitled "Instructions for the Budget Summary and Itemized Line-Item Budget" on the following pages.

PERFORMANCE INDICATORS

As required, 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 Department's goals, as listed in the plan, are:

Focus Area 1: Address the impact of the COVID-19 pandemic on students, educators, and faculty.

Focus Area 2: Promote equity in student access to educational resources, opportunities, and inclusive environments.

Focus Area 3: Support a diverse and talented educator workforce and professional growth to strengthen student learning.

Focus Area 4: Meet students' social, emotional, and academic needs.

Focus Area 5: Increase postsecondary value by focusing on equity-conscious strategies to address affordability, completion, post-enrollment success, and support for inclusive institutions.

Focus Area 6: Effectively manage federal student aid programs.

What are the performance indicators for the CCAMPIS Program?

The performance indicators for the CCAMPIS Program are part of the Department's plan for meeting Focus Area 4. The overarching focus is "to increase the percentage of Pell eligible and low-income student-parents who successfully pursue postsecondary education opportunities."

The performance indicators for the CCAMPIS Program are: 1) the cost-effectiveness, based on the number of CCAMPIS eligible student-parents served each year; and (2) the percentage of CCAMPIS participants that, each year, evaluate the CCAMPIS program as benefiting them in increasing their abilities to enroll, persist and graduate.

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 performance reports as a condition of the award. The reports will document the extent to which project goals met.

INSTRUCTIONS FOR THE BUDGET SUMMARY AND ITEMIZED LINE-ITEM BUDGET

NOTE: Applicants must submit: (1) budget information that categorizes the requested funds (ED Form 524), **AND** (2) a detailed budget narrative for the first 12-month budget period.

The budget summary is to be included on the Budget Information – Non-Construction Programs (ED Form 524).

The budget narrative, for the first 12-month budget period only, is to be included in the *Application Narrative* (recommend that you limit the application narrative to the equivalent of no more than 50 pages).

This section requests information on the applicant's financial plan for carrying out the project.

The federal and any non-federal shares are to be included on the Budget Information – Non-Construction Programs (ED Form 524), and in the Budget selection criterion discussion in the *Application Narrative*.

The Department is requesting that you complete the Budget Information – Non-Construction Programs (ED Form 524) for ONLY the 2023-2024 year. Please provide a **comprehensive and detailed budget narrative for the first 12-month budget period, only**.

It is not necessary to provide a budget summary for the total grant period requested. Applicants should pay close attention to funding stipulations provided in USC › Title 20 › Chapter 28 › Subchapter IV › Part A › Subpart 7 › § 1070
20 USC § 1070e - Child Care Access Means Parents in School - § 4 (Eligible Institutions).

The Budget Information-Section A – Budget Summary – Non-Construction Programs (ED Form 524) and the Budget Narrative must include all costs that are allowable, reasonable and necessary for carrying out the goals of the CCAMPIS Program. Among the costs that may be supported with grant funds are:

1. **Personnel:** On line 1 (ED Form 524), enter only the project personnel salaries and wages. [Fees and expenses for consultants should be included on line 8.] The budget should include the total commitment of time and the total salary to be charged to the project for each key staff member. You should provide a breakdown of project personnel that includes: the position titles; the percent of time and number of months committed to the project for each key staff member; the salary for each key staff member; and the total salary costs to be charged to the grant.
2. **Fringe Benefits:** On line 2 (ED Form 524), enter the amount of fringe benefits. The institution or agency's normal fringe benefit contribution may be

charged to the program. Leave this blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect costs. In the budget, include an explanation and appropriate justification if the institution or agency's normal fringe benefit contribution exceeds 20 percent of salaries.

3. Travel: On line 3 (ED Form 524), provide the costs for project personnel. [Consultants' travel should be included on line 8.] In the budget, you should detail the proposed travel costs -- for each trip explain the purpose and objective of the travel and provide the number of persons traveling. Transportation costs should not exceed tourist class airfare. For automobile mileage, the established institution or agency rate should be used. Reimbursement is allowed for taxicab, bus, train, or limousine transportation. Per diem at the established institution or agency rate is permitted when an individual is away from home overnight on official project business (see Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Programs- §200.474). No foreign travel will be authorized under the grant.

CCAMPIS Program has developed the following guidelines for recommending approval of travel. All travel must be related to the project's overall purpose and proposed activities.

Project Director's Travel – Per Year

One National, Regional, or State Meeting; **and**
Travel for participation in **one** professional staff development training opportunity.

4. Equipment: On line 4 (ED Form 524), indicate the cost of equipment -- non-expendable personal property, which has a usefulness of greater than one year and an acquisition cost of \$5,000 or more per unit. [Consistent with an applicant's policy, a lower dollar amount may be used to define equipment.] In the budget, explain why the requested equipment is necessary to carry out project activities, and include a list of all equipment in the following format: item, quantity, cost per unit, and total cost.
5. Supplies: On line 5 (ED Form 524), include the costs of all tangible personal property that was not included as "equipment" on line 4. In the budget, provide an itemized list of the supplies.
6. Contractual: Costs related specifically to child care costs.
7. Construction: Not applicable. Leave blank.
8. Other: On line 8 (ED Form 524), indicate all direct costs not covered on lines 1 through 5. The costs/fees for consultants and consultants' travel should be included here. Examples of "other" costs are: equipment rental, required fees, communication costs, rental of space, utilities, custodial services, and

printing costs. In the budget, provide a breakdown of all direct costs not clearly covered by other budget categories.

9. Total Direct Costs: On line 9 (ED Form 524), provide the total direct costs requested – the sum of lines 1 through 8.
10. Indirect Costs: On line 10 (ED Form 524), provide the amount of indirect costs that you propose to charge against the grant.

All grants awarded under the Child Care Access Means Parents in School Program (84.335A) use an unrestricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www2.ed.gov/about/offices/list/ocfo/intro.html.

Grantees charging indirect costs to a Department grant are required to have a negotiated rate with their *cognizant agency* (i.e., either the Federal agency from which it has received the most direct funding that is subject to indirect cost support, or a particular agency specifically assigned cognizance by the Office of Management and Budget). Although applicants are not required to submit, with their application, a copy of their indirect cost agreement to claim the unrestricted rate received in this program, they may be asked to submit a copy of the institution's indirect cost agreement and are required to have documentation available for audit that shows their negotiated indirect cost rate. If they receive an award under this program, applicants without a negotiated indirect cost rate with its cognizant agency should seek to identify that agency and contact it to obtain an approved rate as soon as possible after award notification.

11. Total Costs: On line 12 (ED Form 524), provide the total amount that you are requesting – the sum of lines 9 and 10. Note: This amount should also be the same as that shown in 18g on the application face sheet (SF 424) and on the detailed budget narrative in Part III.

INSTRUCTIONS FOR STANDARD FORMS

- **Application for Federal Assistance (SF 424)**
- **Department of Education Supplemental Form for the SF 424**
- **Department of Education Budget Summary Form (ED 524)**
- **Disclosure of Lobbying Activities (SF-LLL) (optional)**
- **GEPA**

To obtain instructions for standard forms included in this application package, please visit

<https://www2.ed.gov/fund/grant/apply/appforms/appforms.html>.

APPLICATION CHECKLIST

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

- Part I - Application for Federal Assistance (SF 424)
- Part I - Department of Education Supplemental Information for SF 424
- Part II - Department of Education Budget Summary Information – Non-Construction Programs (ED Form 524) – Sections A & B
- Part III - Application Narrative - The total recommended page limit for the project narrative portion of the application for the FY 2023 CCAMPIS Program competition is 50 pages. Attach the *Application Narrative* document to the Project Narrative Attachment Form in the Grants.gov application.
- Part III - Other Attachments - Attach the following documents to the Other Attachments Form in the Grants.gov application.
 - CCAMPIS Program Profile Form
 - Responses to the Absolute, Competitive, and Invitational Priorities
- Part III - ED Abstract - *one-page limit* - Attach this document to the ED Abstract Form in the Grants.gov application. This one-page abstract, which may be single-spaced, will not count against the recommended 50 pages you are allowed for your response to the selection criteria.
- Part IV – Assurances and Certifications
 - GEPA Section 427 Requirement
 - Lobbying Form (Formerly ED Form 80-0013)
 - Disclosure of Lobbying Activities (SF LLL), **if applicable**

NOTE: Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although this form accepts attachments, the Department of Education will only review materials/files attached to the Grants.gov Attachment Forms listed above.

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. The valid OMB control number for this information collection is 1840-0737. Public reporting burden for this collection of information is estimated to average 28 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 (Higher Education Opportunity Act of 2008 (P.L. 110- 315, Section 410). If you have comments or concerns regarding the status of your individual submission of this application, please contact Student Service, Office of Postsecondary Education, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202 or by e-mail at TRIO@ed.gov directly. [Note: Please do not return the completed application to this address.]