# U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

# HRSA
## Health Resources & Services Administration

Bureau of Health Workforce
Division of Nursing and Public Health

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### *Nursing Workforce Diversity (NWD) Program*

**Funding Opportunity Number:** HRSA-21-020
**Funding Opportunity Type(s):** New and Competing Continuations

**Assistance Listings (CFDA) Number:** 93.178

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## NOTICE OF FUNDING OPPORTUNITY

Fiscal Year 2021

## Application Due Date: January 19, 2021

*Ensure your SAM.gov and Grants.gov registrations and passwords are current immediately!*
*HRSA will not approve deadline extensions for lack of registration.*
*Registration in all systems, including SAM.gov and Grants.gov,*
*may take up to 1 month to complete.*

**Issuance Date: November 20, 2020**

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Authority: 42 U.S.C. § 296m (Section 821 of the Public Health Service Act)

# EXECUTIVE SUMMARY

The Health Resources and Services Administration (HRSA) is accepting applications for the fiscal year (FY) 2021 Nursing Workforce Diversity (NWD) Program. The purpose of this program is to assist students from disadvantaged backgrounds (including ethnic and racial minorities underrepresented among registered nurses) throughout the educational pipeline in becoming registered nurses. This purpose is accomplished by supporting diploma or associate degree registered nurses as they become baccalaureate-prepared registered nurses, and preparing practicing registered nurses for advanced nursing education.

The NWD program uses a comprehensive systems approach to implementing evidence-based strategies successful in supporting nursing students from disadvantaged backgrounds from enrollment through graduation. This approach includes an assessment of the social determinants that impede the educational success of students from disadvantaged backgrounds, identification of the needs of these students, and implementation of tailored, evidence-based strategies to address their identified social determinants and multi-faceted needs.

The FY 2021 President's Budget does not request funding for this program. This notice is a contingency action taken to ensure that, should funds become available for this purpose, HRSA can process applications and award funds appropriately. You should note that this program may be cancelled prior to award.

| Funding Opportunity Title: | Nursing Workforce Diversity (NWD) Program |
|---|---|
| Funding Opportunity Number: | HRSA-21-020 |
| Due Date for Applications: | January 19, 2021 |
| Anticipated Total Annual Available FY 2021 Funding: | $16,100,000 |
| Estimated Number and Type of Award(s): | Up to 29 grants |
| Estimated Award Amount: | Up to $555,000 per year |
| Cost Sharing/Match Required: | No |
| Period of Performance: | July 1, 2021 through June 30, 2025 (4 years) |

| Eligible Applicants: | Eligible applicants include accredited schools of nursing, nursing centers, academic health centers, state or local governments, and other private or public non-profit entities determined appropriate by the Secretary. Eligible faith-based organizations, community-based organizations, and tribes and tribal organizations can apply for these funds if otherwise eligible. For profit entities are not eligible under this notice of funding opportunity (NOFO). |
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| | See Section III.1 of this notice of funding opportunity (NOFO) for complete eligibility information. |

## Application Guide

You (the applicant organization/agency) are responsible for reading and complying with the instructions included in HRSA's *SF-424 R&R Application Guide,* available online at http://www.hrsa.gov/grants/apply/applicationguide/sf424rrguidev2.pdf, except where instructed in this NOFO to do otherwise.

## Technical Assistance

HRSA will hold a pre-application technical assistance (TA) webinar(s) for applicants seeking funding through this opportunity. The webinar(s) will provide an overview of pertinent information in the NOFO and an opportunity for applicants to ask questions. Visit the HRSA Bureau of Health Workforce's open opportunities website at https://bhw.hrsa.gov/fundingopportunities/default.aspx to learn more about the resources available for this funding opportunity.

# Table of Contents

# I. Program Funding Opportunity Description

## 1. Purpose

This notice announces the opportunity to apply for funding under the Nursing Workforce Diversity (NWD) Program.

**Program Purpose**
The purpose of the NWD program is to increase nursing education opportunities for individuals who are from disadvantaged backgrounds (including racial and ethnic minorities underrepresented among registered nurses).

**Program Goals**
The NWD program aims to expand and support a nursing workforce that includes individuals who are from disadvantaged backgrounds, and that is equipped with the tools to provide quality, culturally-aligned care to rural and underserved communities in need.

**Program Objective**
The objective of the NWD program is to increase the diversity of the nursing workforce by supporting students from disadvantaged backgrounds in becoming registered nurses to decrease health disparities and increase health equity.

**HHS and HRSA Priorities**
You are encouraged to select and address one of HHS's and HRSA's clinical priorities below.
- Transforming the workforce – by targeting the need
- Strengthening health care access through telehealth
- Preventing and reducing childhood obesity
- Preventing and reducing maternal mortality
- Ending the HIV epidemic

Entities must be ready to continue programmatic activities in the event of a public health emergency – both those that are expected and unexpected. A training-focused emergency preparedness plan is critical for HRSA-funded projects and helps ensure that grantees are able to continue programmatic activities, can coordinate effectively, and can implement recovery plans when emergencies disrupt project activities. Applicants must develop and maintain a flexible training-focused emergency preparedness plan in case of public health emergencies to ensure continuation of programmatic and training activities, including but not limited to clinical experiential training.

## 2. Background

This program is authorized by Section 821 of the Public Health Service (PHS) Act (42 U.S.C. § 296m). A diverse nursing workforce is a high priority for addressing the nursing

shortage and for meeting the cultural needs of an increasingly diverse population.[1] By 2044, the minority population will surpass the majority population with nearly half of the U.S. belonging to a group other than non-Hispanic White. According to HRSA's Nursing Workforce Projections, the national Registered Nurse (RN) supply across all race and ethnicity groups is projected to grow from 2,806,100 Full-Time Equivalents (FTEs) to 3,895,600 FTEs between the year 2014 and 2030.[2] The lack of diversity in nursing education programs continues to contribute to the lack of diversity in the RN workforce. Over the years, nursing institutions have made great strides to enroll students from disadvantaged backgrounds by implementing holistic admissions, providing student academic and financial support and addressing social and educational determinants that impede student success.[3] In academic year (AY) 2018–2019, a year after the implementation of holistic admissions, the NWD program supported the training of more than 11,000 students, with 51% of trainees from underrepresented minorities, 61% from disadvantaged backgrounds, and approximately 13% from rural residential backgrounds.

The nursing literature shows financial and interpersonal levers such as scholarships, loans, and mentoring are necessary, but not wholly sufficient to recruit, enroll, retain, and graduate underrepresented populations needed to diversify the workforce. Therefore, workforce structural and multi-level approaches at the systems level, guided by the social determinants of education, must be used in order to enhance scholarship, stipend, pre-entry and retention activities. Studies have also shown that a social determinants framework can help to identify the economic and support barriers that can impede a student's success, and the social, environmental, and structural barriers that impede an institution's ability to support its students from enrollment through graduation. Further, a systems approach to address these barriers affords institutions the opportunity to examine and adjust current admissions, recruitment, and retention practices, and better utilize evidence-based strategies that address the structural changes necessary to create an environment that is culturally inclusive and adapts to the unique needs of a diverse student population.[4,5]

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[1] Woods-Giscombe, C. L., Johnson Rowsey, P., Kneipp, S., Lackey, C., & Bravo, L. (2020). Student perspectives on recruiting underrepresented ethnic minority students to nursing: Enhancing outreach, engaging family, and correcting misconceptions. *Journal of Professional Nursing*, *36*(2), 43-49. https://doi.org/10.1016/j.profnurs.2019.08.006

[2] *Nursing workforce projections by ethnicity and race 2014-2030*. (2017, December). Bureau of Health Workforce |. https://bhw.hrsa.gov/sites/default/files/bhw/health-workforce-analysis/research/projections/hrsa-bhw-rn-lpn-factsheet-12-17.pdf

[3] Murray, T. (2019). Diversity matters: Why don't we see it in the registered nurse workforce? *Journal of Nursing Education*, *58*(12), 679-680. https://doi.org/10.3928/01484834-20191120-01

[4] Marmot M, Friel S. (2008) Global health equity: Evidence for action on the Social Determinants of Health. *Journal of Epidemiology and Community Health, 62*, 1095-1097. http://dx.doi.org/10.1136/jech.2008.081695

[5] Marmot M., Allen J., Bell R., Bloomer, E., and Goldblatt, P. (2012) WHO European review of social determinants of health and the health divide. *The Lancet, 380(9846),* 1011-1029. http://dx.doi.org/10.1016/S0140-6736(12)61228-8

Academic nursing must continue to make efforts to ensure that the future nursing workforce represents the diversity of the U.S. population. According to the American Association of Colleges of Nursing's (AACN) 2018-2019 graduating report, nursing students from minority backgrounds represent 34.2 percent of students in entry-level baccalaureate programs, 34.7 percent of master's degree students, and 34.6 percent of Doctor of Nursing (DNP) students.[6] The emphasis on having a diverse nursing workforce population is based on research suggesting that health professionals from underrepresented minority (URM) groups are more likely to care for URM patients and serve in impoverished areas and thus improve access for underserved populations.[7]

A lack of diversity in the nursing education pipeline has led to a lack of diversity among registered nurses.[8] Diversity in education environments can improve learning outcomes, improving skills such as active thinking, intellectual engagement, and motivation, as well as certain social and civic skills, such as the ability to empathize and have racial and cultural understanding.[9]

In addition, as a result of interaction with individuals from a variety of backgrounds during their training, health professionals are better able to serve the nation's diverse society by having a broadened perspective of racial, ethnic, and cultural similarities. In 2016-2017, the National League for Nursing Faculty Census Survey revealed the racial background of full-time faculty was 80.8 percent white, compared to 8.8 percent African American, 3.2 percent Hispanic, 2.2 percent Asian, and less than 1 percent multiracial and Native American.[10] A barrier to the success of students from disadvantaged backgrounds is the lack of faculty and staff that reflect the backgrounds of the students being educated. According to the National Advisory Council on Nurse Education and Practice, in addition to encouraging underrepresented minority student recruitment, minority faculty members provide underrepresented minority students with mentors, and help create a community of support that encourages retention and graduation.[11]

Additionally, social determinants relevant to education can negatively impact the success of a disadvantaged student progressing through a nursing program. To address the complex and multi-faceted needs of students from disadvantaged backgrounds, it is imperative that academic institutions provide adaptive and tailored

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[6] *American Association of Colleges of Nursing (AACN) fact sheet - Enhancing diversity in the nursing workforce*. (2019, April 1).. https://www.aacnnursing.org/News-Information/Fact-Sheets/Enhancing-Diversity

[7] Glazer, G., Tobias, B., & Mentzel, T. (2018). Increasing healthcare workforce diversity: Urban universities as catalysts for change. *Journal of Professional Nursing*, *34*(4), 239-244. https://doi.org/10.1016/j.profnurs.2017.11.009

[8] Gates, S. A. (2018). What works in promoting and maintaining diversity in nursing programs. *Nursing Forum*, *53*(2), 190-196. https://doi.org/10.1111/nuf.12242

[9] Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, *72*(3), 330-367. https://doi.org/10.17763/haer.72.3.01151786u134n051

[10] National League for Nursing Faculty Census Survey 2016-2017. http://www.nln.org/docs/default-source/default-document-library/disposition-of-full-time-nurse-educators-by-race-ethnicity-2017.pdf?sfvrsn=0

[11] National Advisory Council for Nursing Education and Practice. *Eleventh report to the Secretary of the Department of Health and Human Services and the Congress, 2013, Achieving Health Equity through Nursing Workforce Diversity.* Available from: http://www.hrsa.gov/advisorycommittees/bhpradvisory/nacnep/Reports/eleventhreport.pdf.

student academic and nonacademic support services. Academic support may include pre-nursing immersion experiences to prepare students for the rigorous demands of a nursing program, individual and group tutoring (faculty-guided and peer-to-peer tutoring) to improve classroom and clinical skills, professional writing, and speaking. Nonacademic support may include peer-to-peer mentoring and supportive networks of diverse faculty and peers, creation of environments of inclusivity, and social support services to address resiliency and overall well-being.

**Program Definitions**

A glossary containing general definitions for terms used throughout the Bureau of Health Workforce NOFOs can be located at the [Health Workforce Glossary](). Please see [Section VIII:]() Other Information, Program Definitions applicable to this NOFO).

# II. Award Information

## 1. Type of Application and Award

Type(s) of applications sought: New and Competing-Continuations.

HRSA will provide funding in the form of a grant.

## 2. Summary of Funding

HRSA estimates approximately $16,100,000 to be available annually to fund up to 29 recipients. You may apply for a ceiling amount of up to $555,000 (includes both direct and indirect facility) per year. The period of performance is July 1, 2021 through June 30, 2025 (4 years). Funding beyond the first year is subject to the availability of appropriated funds for the NWD program in subsequent fiscal years, satisfactory recipient performance, and a decision that continued funding is in the best interest of the Federal Government.

All HRSA awards are subject to the Uniform Administrative Requirements, Cost Principles, and Audit Requirements at [45 CFR part 75]().

Indirect costs under training awards to organizations other than state, local or Indian tribal governments will be budgeted and reimbursed at **8 percent** of modified total direct costs rather than on the basis of a negotiated rate agreement, and are not subject to upward or downward adjustment. Direct cost amounts for equipment, tuition and fees, and subawards and subcontracts in excess of $25,000 are excluded from the direct cost base for purposes of this calculation.

## III. Eligibility Information

### 1. Eligible Applicants

Eligible applicants include accredited schools of nursing, nursing centers, academic health centers, State or local governments, and other private or public non-profit entities determined appropriate by the Secretary. Eligible faith-based organizations, community-based organizations, and Tribes and Tribal Organizations can apply for these funds if they are otherwise eligible.

For-profit entities are not eligible under this Notice of Funding Opportunity.

Individuals are not eligible to apply.

**Project Participants**
Project participants (students and trainees supported by HRSA programmatic funding provided through NWD) must be enrolled in an accredited nursing program and be a citizen, national, or permanent resident of the United States. Individuals must be from educationally or economically disadvantaged backgrounds (including racial and ethnic minorities underrepresented among registered nurses).

**Accreditation**
Schools of nursing affiliated with the proposed project must be an accredited public or private non-profit collegiate, associate degree or diploma school of nursing. Applicants must provide documentation of current accreditation by a recognized body or bodies or by a state agency approved for such purpose by the U.S. Department of Education as Attachment 10.

### 2. Cost Sharing/Matching

Cost sharing/matching is not required for this program.

### 3. Other

**Ceiling Amount**
HRSA will consider any application that exceeds the ceiling amount of $555,000 per year non-responsive and will not consider it for funding under this notice.

**Deadline**
HRSA will consider any application that fails to satisfy the deadline requirements referenced in Section IV.4 non-responsive and will not consider it for funding under this notice.

**Maintenance of Effort**
The recipient must agree to maintain non-federal funding for award activities at a level that is not less than expenditures for such activities maintained by the entity for the fiscal year preceding the fiscal year for which the entity receives the award, as required by 42 U.S.C. § 296b(b). Such Federal funds are intended to supplement, not supplant, existing non-Federal expenditures for such activities. Complete the Maintenance of Effort information and submit as *Attachment 6*.

**Multiple Applications**
Eligible applicants may submit **only one** application to this NOFO. Multiple applications from any single organization are not allowed. An organization is defined by having a valid Data Universal Numbering System (DUNS) number or Unique Entity Identifier (UEI).

If for any reason (including submitting to the wrong funding opportunity number or making corrections/updates), an application is submitted more than once prior to the application due date, HRSA will only accept your **last** validated electronic submission, under the correct funding opportunity number, prior to the Grants.gov application due date as the final and only acceptable application.

Failure to include all required documents as part of the application may result in an application being considered incomplete or non-responsive.

# IV. Application and Submission Information

## 1. Address to Request Application Package

HRSA *requires* you to apply electronically. HRSA encourages you to apply through Grants.gov using the SF-424 Research and Related (R&R) workspace application package associated with this NOFO following the directions provided at http://www.grants.gov/applicants/apply-for-grants.html.

The NOFO is also known as "Instructions" on Grants.gov. You must select "Subscribe" and provide your email address for each NOFO you are reviewing or preparing in the workspace application package in order to receive notifications including modifications, clarifications, and/or republications of the NOFO on Grants.gov. You will also receive notifications of documents placed in the RELATED DOCUMENTS tab on Grants.gov that may affect the NOFO and your application. *You are ultimately responsible for reviewing the For Applicants page for all information relevant to this NOFO.*

## 2. Content and Form of Application Submission

Section 4 of HRSA's *SF-424 R&R Application Guide* provides instructions for the budget, budget justification, staffing plan and personnel requirements, assurances, certifications, and abstract. You must submit the information outlined in the *SF-424 R&R Application Guide* in addition to the program-specific information below. You are responsible for reading and complying with the instructions included in HRSA's *SF-424 R&R Application Guide* except where instructed in the NOFO to do otherwise. You must

submit the application in the English language and in the terms of U.S. dollars (45 CFR § 75.111(a)).

See Section 8.5 of the *SF-424 R&R Application Guide* for the Application Completeness Checklist.

**Application Page Limit**
The total size of all uploaded files included in the page limit may not exceed the equivalent of **70 pages** when printed by HRSA. The page limit includes the abstract, project and budget narratives, attachments including biographical sketches (biosketches), and letters of commitment and support required in HRSA's *SF-424 R&R Application Guide* and this NOFO.

Standard OMB-approved forms that are included in the workspace application package do not count in the page limit. Biographical sketches **do** count in the page limitation. Please note: If you use an OMB-approved form that is not included in the workspace application package for HRSA-21-020, it may count against the page limit. Therefore, we strongly recommend you only use Grants.gov workspace forms associated with this NOFO to avoid exceeding the page limit. Proof of non-profit status (if applicable) does not count in the page limit. **It is therefore important to take appropriate measures to ensure your application does not exceed the specified page limit.**

**Applications must be complete, within the specified page limit, and validated by Grants.gov under the correct funding opportunity number prior to the deadline.**

**Debarment, Suspension, Ineligibility, and Voluntary Exclusion Certification**
1) You certify on behalf of the applicant organization, by submission of your proposal, that neither you nor your principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2) Failure to make required disclosures can result in any of the remedies described in 45 CFR § 75.371, including suspension or debarment. (See also 2 CFR parts 180 and 376, and 31 U.S.C. § 3321).
3) Where you are unable to attest to the statements in this certification, an explanation shall be included in *Attachment 12:  Other Relevant Documents*.

See Section 4.1 viii of HRSA's *SF-424 R&R Application Guide* for additional information on all certifications.

**Temporary Reassignment of State and Local Personnel during a Public Health Emergency**

Section 319(e) of the PHS Act provides the Secretary of the Department of Health and Human Services (HHS) with discretion upon request by a state or tribal organization to authorize the temporary reassignment of state, tribal, and local personnel during a declared federal public health emergency. The temporary reassignment provision is applicable to state, tribal, and local public health department or agency personnel whose positions are funded, in full or part, under PHS programs and allows such personnel to immediately respond to the public health emergency in the affected

jurisdiction. Funds provided under the award may be used to support personnel who are temporarily reassigned in accordance with § 319(e). Please reference detailed information available on the HHS Office of the Assistant Secretary for Preparedness (ASPR) website via http://www.phe.gov/Preparedness/legal/pahpa/section201/Pages/default.aspx.

**Program-Specific Instructions**

**Program Requirements**

In addition to application requirements and instructions in Section 4 of HRSA's *SF-424 R&R Application Guide* (including the budget, budget justification, staffing plan and personnel requirements, assurances, certifications, and abstract), include the following:

**Program Requirements**
Applicants must implement a comprehensive systems approach implementing key evidence-based strategies to address the social determinants and other structural factors that impede the academic success of students from disadvantaged backgrounds. The key evidence-based strategies include:

- Student support services – tailoring services (academic, peer, and social supports) necessary to facilitate and maintain the academic success of students from disadvantaged backgrounds, including the implementation of strategies to improve student resiliency and well-being in order to prevent burnout throughout the nursing pipeline;
- Faculty recruitment and retention – recruiting and retaining faculty from diverse backgrounds that reflect the population of the target student population being supported and are sufficient to address the needs of the students;
- Mentoring – incorporating professional, academic, or peer mentors, including those from diverse backgrounds underrepresented among registered nurses.
- Student financial support – providing financial support such as scholarships and stipends to eligible project trainees to promote retention, and to address the social determinants and multi-faceted needs of students from disadvantaged backgrounds;
- Holistic review – implementing criteria that are evidence-based, driven by the mission of the school of nursing, promote diversity, and use a balance of experiences, attributes, and academic metrics. Within this strategy applicants will:
  - Establish a plan to implement a formal arrangement with a health professions organization for new or continued training and technical assistance with regards to holistic review processes, practices, and implementation, as well as to increase the level of diversity training.

- Collaborative partnerships (academic, practice, and community) – addressing the social determinants that impede access to education and academic success of students from disadvantaged backgrounds.

### i. *Project Abstract*

See Section 4.1.ix of HRSA's *SF-424 R&R Application Guide*.

The Abstract must include:

1. A brief overview of the project as a whole;
2. Specific, measurable objectives that the project will accomplish;
3. Which of the clinical priorities will be addressed by the project, if applicable; and
4. How the proposed project for which funding is requested will be accomplished (i.e., who, what, when, where, why and how of a project).
5. Funding preference for which the applicant is requesting, if applicable (e.g., rural, underserved, or public health nursing).

### ii. *Project Narrative*

This section provides a comprehensive framework and description of all aspects of the proposed project. It should be succinct, self-explanatory, consistent with forms and attachments, and well-organized so that reviewers can understand the proposed project.

Successful applications will contain the information below. Please use the following section headers for the narrative:

- *PURPOSE AND NEED  -- Corresponds to Section V's Review Criterion #1*
You must identify and describe the target student population and communities served by the proposed project. You must directly link all aspects of the project to its goals and objectives, including its contribution to improving diversity, inclusion, and representation within the nursing workforce. You must describe the following:

  - Demographic data of the geographic area of the proposed project where education and training will occur – and the health needs of the communities served, including a description of the health care access and health disparity issues associated with that area;
  - Demographics of the current nursing workforce in the geographic area of the proposed project;
  - Data from Academic Year 2018-2019 on the number and percentage of students from disadvantaged backgrounds (including racial and ethnic minorities underrepresented among registered nurses who are enrolled, retained, and graduated from the program, and passed the National Council Licensure Examination (NCLEX-RN) on the first attempt. Newly established schools that do not have performance data from Academic Year 2018-2019 should indicate this in their response and provide current recruitment and admissions data for the identified target population;
  - Demographic data of the target student population, including but not limited disadvantaged background characteristics, geographic background, and race/ethnicity background;

- Implementation or enhancement of academic, clinical, and community partnerships that will increase educational opportunities for students from disadvantaged backgrounds;
- Demographics of current faculty and staff within the school of nursing;
- Existing barriers in services, infrastructure, or opportunities that impede the academic success of individuals from disadvantaged backgrounds, at any point along the educational pipeline; and
- Challenges in the creation of academic environments that are adaptive to diverse student and faculty needs and facilitate academic success.

- *RESPONSE TO PROGRAM PURPOSE -- This section includes three sub-sections — (a) Work Plan; (b) Methodology/Approach; and (c) Resolution of Challenges—all of which correspond to Section V's Review Criteria #2 (a), (b), and (c).*

- *WORK PLAN -- Corresponds to Section V's Review Criterion #2 (a).*
In this section, you must provide a detailed work plan that is comprehensive, feasible, and demonstrates your experience implementing a project of the proposed scope. A sample work plan can be found here: http://bhw.hrsa.gov/grants/technicalassistance/workplantemplate.docx.

You must:

- Describe the activities or steps you will use to achieve each of the objectives proposed during the entire period of performance identified in the Methodology section;
- Describe the timeframes, deliverables, and key partners required during the award period of performance to address each of the needs described in the Purpose and Need section;
- Explain how the work plan is appropriate for the program design and how the targets fit into the overall timeline of award implementation;
- Identify the plan for the recruitment and retention of students and faculty from diverse backgrounds;
- Explain how the work plan is appropriate for the program design and how the targets for key activities, personnel, and resources fit into the overall timeline of NWD program implementation;
- Project the number of students from the identified target populations to be enrolled, retained, and graduated who will receive support through the proposed project;
- Identify meaningful support and collaboration with key internal and external partners in planning, designing and implementing program activities;
- Outline the plan to provide student financial support to eligible project participants; and
- Provide a plan for using training and/or learning experiences that address cultural awareness, social determinants of health and health disparities.

- *(b) METHODOLOGY/APPROACH -- Corresponds to Section V's Review Criterion #2 (b).*

Describe your project goals and objectives and how they will address the project purpose and stated needs. You must describe how the objectives link to each of the previously described requirements listed in Section IV. Program Requirements.

You must provide a clear and comprehensive description of how you will implement or enhance each of the key evidence-based strategies to address the needs identified above:

1. Student support services;
2. Faculty recruitment and retention;
3. Mentoring;
4. Student financial support;
5. Holistic review; and
6. Collaborative partnerships

In addition, you must describe:
- How the implementation of student support services will enhance the ability to address the challenges that impede recruitment, retention, and graduation of students from disadvantaged backgrounds;
- How the examination of applicant review practices to assess if criteria are mission-driven, evidence-based, and assess a balance of experience, attributes, and academic metrics and to incorporate holistic review practices based on assessment;
- Plan for the recruitment, retention, and development of diverse faculty;
- How the assessment of the social determinants affecting students from disadvantaged backgrounds, and the identification of the students' needs, will be incorporated into the evidence-based strategies;
- Approaches used to overcome the identified gaps in educational opportunities for students from disadvantaged backgrounds stated in the previous purpose and needs section, including challenges and successes of using these approaches; and
- Emergency preparedness plan, in case of public health emergency, to ensure continuation of programmatic and training activities.

**Logic Model**
You must submit a logic model (Attachment 1) for designing and managing the project. A logic model is a one-page diagram that presents the conceptual framework for a proposed project and explains the links among program elements to achieve the relevant outcomes. While there are many versions of logic models, for the purposes of this notice, the logic model should summarize the connections between the following:
- Goals of the project (e.g., reasons for proposing the intervention, if applicable);
- Assumptions (e.g., beliefs about how the program will work and support resources. Base assumptions on research, best practices, and experience);
- Inputs (e.g., organizational profile, collaborative partners, key personnel, budget, other resources);

- Target population (e.g., the individuals to be served);
- Activities (e.g., approach, listing key intervention, if applicable);
- Outputs (i.e., the direct products or deliverables of program activities); and
- Outcomes (i.e., the results of a program, typically describing a change in people or systems).

Although there are similarities, a logic model is not a work plan. A work plan is an "action" guide with a time line used during program implementation; the work plan provides the "how to" steps. A logic model is a visual diagram that demonstrates an overview of the relationships between the 1) resources and inputs, 2) implementation strategies and activities, and 3) desired outputs and outcomes in a project. You can find additional information on developing logic models at the following website: http://www.acf.hhs.gov/sites/default/files/fysb/prep-logic-model-ts.pdf.

- *(c) RESOLUTION OF CHALLENGES -- Corresponds to Section V's Review Criterion #2 (c)*

  Discuss challenges that you are likely to encounter in designing and implementing the activities described in the work plan, and approaches that you will use to resolve such challenges.

  In this section, applicants must provide information including, but not limited to:
  - Challenges related to project implementation and the achievement of the proposed goals and objectives (i.e., recruitment and retention of students from disadvantaged backgrounds);
  - Challenges related to recruitment and retention of diverse faculty;
  - Challenges related to the implementation of holistic review; and
  - Resources and plans available to resolve and overcome these challenges and obstacles.

- *IMPACT — This section includes two sub-sections — (a) Evaluation and Technical Support Capacity; and (b) Project Sustainability—both of which correspond to Section V's Review Criteria #3 (a) and (b).*

- *(a) EVALUATION AND TECHNICAL SUPPORT CAPACITY -- Corresponds to Section V's Review Criterion #3 (a)*

  You must describe the plan for program performance evaluation that will contribute to continuous quality improvement. The program performance evaluation must:
  - Describe the systems and processes that will support your organization's collection of HRSA's performance measurement requirements for this program. At the following link, you will find the required data forms for this program: http://bhw.hrsa.gov/grants/reporting/index.html.
  - Monitor ongoing processes and progress toward meeting goals and objectives of the project;
  - Include descriptions of the inputs (e.g., key evaluation personnel and organizational support, collaborative partners, budget, and other

resources), key processes, variables to be measured, expected outcomes of the funded activities;

- Describe how all key evaluative measures will be reported and demonstrate program objectives have been met and are attributed to the project;
- Describe data collection strategy to accurately collect, manage, analyze, store, and track/report data (e.g., assigned skilled staff, data management software) to measure process and impact/outcomes;
- Explain how the data will be used to inform program development and service delivery in a way that allows for accurate and timely reporting of performance outcomes;
- Document the procedure for assuring the data collection, management, storage, and reporting for individuals participating in the program and for up to one year post participation; and
- Describe current experience, skills, and knowledge, including individuals on staff, materials published, and previous work of a similar nature.

Award recipients may be asked to collect and report the following qualitative data:
- Frequent assessment and evaluation of social determinants and holistic review metrics used to inform incoming class in order to tailor evidence-based strategies;
- Strategies for rapid-cycle quality improvement to test the effectiveness of the project and plan for ongoing feedback and improvement;
- Measures of institutional progress toward the implementation of program requirements;
- Depth and increase of institutional support for the grant program and activities from leadership, faculty, and staff during the progress of the project;
- Level of involvement and activities with internal and external community-academic partnerships;
- Baseline evaluation of school's applicant review practices; and
- Progress toward and sustainability of a culture of diversity and inclusion.

In **Attachment 2**, you must attach a complete staffing plan and job descriptions for key personnel. Biosketches of Key Personnel should be uploaded in the SF-424 R&R Senior/Key Person Profile form.

You must include a plan for Rapid Cycle Quality Improvement (RCQI) for the continuous monitoring of ongoing project processes, outcomes of implemented activities, and progress toward meeting project goals and objectives and the implementation of necessary adjustment to planned activities to effect course corrections. Additional information on RCQI is available at the following website: http://www.healthworkforceta.org/resources/rapid-cycle-quality-improvement-resource-guide/.

- *(b) PROJECT SUSTAINABILITY  -- Corresponds to Section V's [Review Criterion #3 (b)](#)*

    You must provide a clear plan for project sustainability after the period of federal funding ends. Discuss challenges that are likely to be encountered in sustaining the program and approaches that will be used to resolve such challenges. You must describe:

    - Actions to highlight key project elements (e.g., training methods strategies) which have been effective in improving practices;
    - Timetable to become sustainable in the absence of federal funding, including student support services; and
    - Plan to sustain a culture of diversity and inclusion. Demonstrate a commitment to support, to the extent possible, the activities implemented through this funding opportunity beyond the period of federal funding – including: recruitment of nursing students from disadvantaged backgrounds, improving care access in medically underserved communities, and efforts to strengthen professional development opportunities, curricula, and partnerships.

- *ORGANIZATIONAL INFORMATION, RESOURCES, AND CAPABILITIES -- Corresponds to Section V's [Review Criterion #4](#)*

Succinctly describe your capacity to effectively manage the programmatic, fiscal, and administrative aspects of the proposed project. Provide information on your organization's current mission and structure, including an organizational chart, relevant experience, and scope of current activities, and describe how these elements all contribute to the organization's ability to implement the program requirements and meet program expectations. (A project organizational chart is requested in Section IV.2.v., *Attachment 4*.)

Specifically, you must describe:

- Facilities and infrastructure in place to implement the evidence-based strategies;
- Qualifications, training, and/or experience of key personnel that demonstrate the ability to support students from disadvantaged backgrounds;
- Organizational structure, including the capacity and commitment of administration, faculty, and staff is appropriate for the operational and oversight needs necessary to implement the requirements of this funding opportunity;
- Partnerships with other entities both internal and external to the applicant's academic institution including the type and role of the partners and any leveraged resources;
- Percentage of time, including in-kind, dedicated to the project by the Project Director;
- Founding and guiding policies, organizational structure(s), strategic plan, recruitment and supportive strategies and program initiatives that

demonstrate institutional commitment to train students from disadvantaged backgrounds, including racial and ethnic minorities underrepresented among registered nurses;

- Evidence of transformative learning and active faculty recruitment, retention, and continuing professional development that demonstrates commitment to diversity; and
- Presence of an emergency preparedness plan to continue grant activities in the event of a public health emergency.

The staffing plan and job descriptions for key faculty/staff must be included in *Attachment 2 (Staffing Plan and Job Descriptions for Key Personnel)*.

Biographical sketches must be uploaded in the SF-424 RESEARCH & RELATED Senior/Key Person Profile (Expanded) form that can be accessed in the Application Package under "Mandatory." Include biographical sketches for persons occupying the key positions, not to exceed **TWO** pages in length each. In the event that a biographical sketch is included for an identified individual who is not yet hired, please include a letter of commitment from that person with the biographical sketch. When applicable, biographical sketches should include training, language fluency, and experience working with diverse populations that are served by their programs.

Biographical sketches, not exceeding two pages per person, should include the following information:

- Senior/key personnel name

- Position Title

- Education/Training - beginning with baccalaureate or other initial professional education, such as nursing, including postdoctoral training and residency training if applicable:

  o Institution and location

  o Degree (if applicable)

  o Date of degree (MM/YY)

  o Field of study

- *Section* A *(required)* **Personal Statement.** Briefly describe why the individual's experience and qualifications make him/her particularly well-suited for his/her role (e.g., PD/PI) in the project that is the subject of the award.

- Section B (*required*) **Positions and Honors.** List in chronological order previous positions, concluding with the present position. List any honors. Include present membership on any Federal Government public advisory committee.

- Section C *(optional)* **Peer-reviewed publications or manuscripts in press (in chronological order).** You are encouraged to limit the list of selected peer-reviewed publications or manuscripts in press to no more than 15. Do not include manuscripts submitted or in preparation. The individual may choose to include selected publications based on date, importance to the field, and/or relevance to the proposed research. Citations that are publicly available in a free, online format

may include URLs along with the full reference (note that copies of publicly available publications are not acceptable as appendix material).

- Section D (*optional)* **Other Support.** List both selected ongoing and completed (during the last 3 years) projects (federal or non-federal support). Begin with any projects relevant to the project proposed in this application. Briefly indicate the overall goals of the projects and responsibilities of the Senior/Key Person identified on the Biographical Sketch.

### iii. *Budget*
The directions offered in the *SF-424 R&R Application Guide* may differ from those offered by Grants.gov. Follow the instructions in Section 4.1.iv of HRSA's *SF-424 R&R Application Guide* and the additional budget instructions provided below. A budget that follows the *R&R Application Guide* will ensure that, if HRSA selects the application for funding, you will have a well-organized plan and, by carefully following the approved plan, may avoid audit issues during the implementation phase.

**Reminder:** The Total Project or Program Costs are the total allowable costs (inclusive of direct **and** indirect costs) you incur to carry out a HRSA-supported project or activity. Total project or program costs include costs charged to the award and costs borne by you to satisfy a matching or cost-sharing requirement, as applicable.

A **minimum** of 30 percent of the total annual budget must be allocated to participant/trainee support (See Participant/*Trainee Support Costs budget category description belo*w).

The Further Consolidated Appropriations Act, 2020 (P.L. 116-94), Division A, § 202 states "None of the funds appropriated in this title shall be used to pay the salary of an individual, through a grant or other extramural mechanism, at a rate in excess of Executive Level II." See Section 4.1.iv Budget – Salary Limitation of HRSA's *SF-424 R&R Application Guide* for additional information. Note that these or other salary limitations may apply in the following fiscal years, as required by law.

Indirect costs under training awards to organizations other than state, local or Indian tribal governments will be budgeted and reimbursed at 8 percent of modified total direct costs rather than on the basis of a negotiated rate agreement, and are not subject to upward or downward adjustment. Direct cost amounts for equipment, tuition and fees, and subawards and subcontracts in excess of $25,000 are excluded from the direct cost base for purposes of this calculation.

### iv. *Budget Justification Narrative*
See Section 4.1.v of HRSA's *SF-424 R&R Application Guide*.

The budget justification narrative must describe all line-item federal funds (including subawards). Please note: all budget justification narratives count against the page limit.

In addition, the NWD program requires the following:

**Personnel Costs**: Applicants shall identify only one Project Director. The Project Director for NWD projects must be a licensed Registered Nurse.

**Participant/Trainee Support Costs**: List tuition/fees/health insurance, stipends, travel, subsistence, other, and the number of participants/trainees. Ensure that your budget breakdown separates these trainee costs, and includes a separate sub-total entitled "Total Participant/Trainee Support Costs" which includes the summation of all trainee costs.

**Consultant Services**: If you are using consultant services, list the total costs for all consultant services. In the budget justification, identify each consultant, the services he/she will perform, the total number of days, travel costs, and the total estimated costs.

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**NARRATIVE GUIDANCE**

To ensure that you fully address the review criteria, this table provides a crosswalk between the narrative language and where each section falls within the review criteria. Any attachments referenced in a narrative section may be considered during the objective review.

| Narrative Section | Review Criteria |
|---|---|
| Purpose and Need | (1) Purpose and Need |
| Response to Program Purpose:<br>(a) Work Plan<br>(b) Methodology/Approach<br>(c) Resolution of Challenges | (2) Response to Program Purpose<br>(a) Work Plan<br>(b) Methodology/Approach<br>(c) Resolution of Challenges |
| Impact:<br>(a) Evaluation and Technical Support Capacity<br>(b) Project Sustainability | (3) Impact:<br>(a) Evaluation and Technical Support Capacity<br>(b) Project Sustainability |
| Organizational Information, Resources, and Capabilities | (4) Organizational Information, Resources, and Capabilities |
| Budget and Budget Justification Narrative | (5) Support Requested |

v. **Attachments**
   Provide the following items in the order specified below to complete the content of
   the application. **Unless otherwise noted, attachments count toward the
   application page limit.** Proof of non-profit status (if applicable) will not count
   toward the page limit. Clearly label each attachment.

*Attachment 1: (Required) Work Plan*
   Attach the work plan for the project that includes all information detailed in
   [Section IV.2.ii. Project Narrative](#). Also include the required logic model in this
   attachment. If you will make subawards or expend funds on contracts, describe
   how your organization will ensure proper documentation of funds.

*Attachment 2: (Required) Staffing Plan and Job Descriptions for Key Personnel (see
Section 4.1.vi. of HRSA's [SF-424 R&R Application Guide](#))*
   Keep each job description to one page in length as much as is possible. Include
   the role, responsibilities, and qualifications of proposed project staff. Also, please
   include a description of your organization's time keeping process to ensure that
   you will comply with the federal standards related to documenting personnel
   costs.

*Attachment 3: (Required) Letters of Agreement, Memoranda of Understanding,
and/or Description(s) of Proposed/Existing Contracts (project-specific)*
   Provide any documents that describe working relationships between your
   organization and other entities and programs cited in the proposal. Documents
   that confirm actual or pending contractual or other agreements should clearly
   describe the roles of the contractors and any deliverable. Make sure any letters
   of agreement are signed and dated. It is not necessary to include the entire
   contents of lengthy agreements, so long as the included document provides the
   information that relates to the requirements of the NOFO.

*Attachment 4: (Required) Project Organizational Chart*
   Provide a one-page figure that depicts the organizational structure of the *project*
   (not the *applicant organization*).

*Attachment 5: (As applicable) Tables, Charts, etc.*
   To give further details about the proposal (e.g., Gantt or PERT charts, flow
   charts).

*Attachment 6: (Required) Maintenance of Effort (MOE) Documentation*
   Provide a baseline aggregate expenditure for the prior fiscal year and an
   estimate for the next fiscal year using a chart similar to the one below. HRSA will
   enforce statutory MOE requirements through all available mechanisms.

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│                    NON-FEDERAL EXPENDITURES                       │
│                                                                   │
│   ┌─────────────────────────────┬─────────────────────────────┐  │
│   │                             │                             │  │
│   │     FY 2020 (Actual)        │     FY 2021 (Estimated)     │  │
│   │                             │                             │  │
│   │  Actual FY 2020 non-federal │  Estimated FY 2021 non-     │  │
│   │  funds, including in-kind,  │  federal funds, including   │  │
│   │  expended for activities    │  in-kind, designated for    │  │
│   │  proposed in this           │  activities proposed in     │  │
│   │  application.               │  this application.          │  │
│   │                             │                             │  │
│   │  Amount: $_____      │  Amount: $_____      │  │
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*Attachment 7: (As applicable) Request for Funding Preference*
> To receive a funding preference, include a statement that the applicant is eligible for a funding preference and identify the preference. Include documentation of this qualification. See Section V.2.

*Attachment 8: Progress Report* (FOR COMPETING CONTINUATIONS ONLY)

A well-documented progress report is a required and important source of material for HRSA in preparing annual reports, planning programs, and communicating program-specific accomplishments. The accomplishments of competing continuation applicants are carefully considered; therefore, you should include previously stated goals and objectives in your application and emphasize the progress made in attaining these goals and objectives. HRSA program staff reviews the progress report after the Objective Review Committee evaluates the competing continuation applications.

Identify your current (or previous) grant number, include the most important objectives from your approved application (including any approved changes), and document overall program accomplishments under each objective over the entire period of performance. Where possible, include the proposed and actual metrics, outputs, or outcomes of each project objective.

The progress report should be a brief presentation of the accomplishments, in relation to the objectives of the program during the current period of performance. More specifically, the report should include:

(1) The period covered (dates).

(2) Specific objectives - Briefly summarize the specific objectives of the project.

(3) Results - Describe the program activities conducted for each objective. Include the impact, including accomplishment, made as a result of your currently funded NWD project.

*Attachment 9: (Required)* Letters of Support

Provide a letter of support for each organization or department involved in your proposed project. Letters of support must be from someone who holds the authority to speak for the organization or department (e.g., CEO, Chair, etc.), must be signed and dated, and must specifically indicate understanding of the project and a commitment to the project, including any resource commitments (in-kind services, dollars, staff, space, equipment, etc.)

*Attachment 10: (Required)* Accreditation

Schools of nursing affiliated with the proposed project must be accredited by a recognized body or bodies or by a State agency approved for such purpose by the Secretary of the U.S. Department of Education. Applicants must submit documentation that demonstrates continuing accreditation from the relevant accrediting body and are not on probation, (2) the name of the accrediting body, (3) the date of initial accreditation, (4) the date of the next expected accrediting body review (or expiration date of current accreditation), and (5) a web link to the accreditation information on the accrediting body website (if available). Applicants on provisional accreditation status must provide proof of this status. Applicants whose accreditation status cannot be verified will be considered nonresponsive and deemed ineligible under this funding notice.

Substantive Change Notification
Accredited nursing programs that modify (for example, a change to a BSN-DNP program) or add a nursing specialty that requires substantive change notification to the national nursing accrediting body, must include documentation of such approval of the change from the accrediting agency.

Newly Established Programs of Nursing Accreditation
A new program of nursing that, by reason of an insufficient period of operation, is not, at the time of the submission of an application, eligible for accreditation by such a recognized body or bodies or State agency, shall be deemed accredited for the purposes of this title if the Secretary of Education finds, after consultation with the appropriate recognized State approval or accrediting body or bodies, that there is reasonable assurance that the program will meet the accreditation standards of such body or bodies prior to the beginning of the academic year following the normal graduation date of students of the first entering class in such a program. The Letter of Reasonable Assurance from the U.S. Department of Education must be submitted with the application

*Attachment 11: (Required)* Faculty Recruitment and Retention Plan

You must include plan that demonstrates how your project will recruit, retain, and develop faculty from diverse racial and ethnic minority backgrounds.

*Attachment 12: (As Applicable): Other Relevant Documents*

Include here any other document that is relevant to the application.

3. **Dun and Bradstreet Data Universal Numbering System (DUNS) Number Transition to the Unique Entity Identifier (UEI) and System for Award Management (SAM)**

You must obtain a valid DUNS number, also known as the Unique Entity Identifier (UEI), and provide that number in the application. Beginning in December 2020, the *DUNS number will be replaced by the UEI, a "new, non-proprietary identifier" requested in, and assigned by, the System for Award Management (SAM.gov). For more details, visit the following: Planned UEI Updates in Grant Application Forms and General Service Administration's UEI Update page.

You must also register with SAM and continue to maintain active SAM registration with current information at all times during which you have an active federal award or an application or plan under consideration by an agency (unless the applicant is an individual or federal agency that is exempted from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the agency under 2 CFR § 25.110(d)).

If you are chosen as a recipient, HRSA would not make an award until you have complied with all applicable DUNS (or UEI) and SAM requirements and, if you have not fully complied with the requirements by the time HRSA is ready to make an award, you may be deemed not qualified to receive an award and use that determination as the basis for making an award to another applicant.

If you have already completed Grants.gov registration for HRSA or another federal agency, confirm that it is still active and that the Authorized Organization Representative (AOR) has been approved.

*Currently the Grants.gov registration process requires information in three separate systems:
- Dun and Bradstreet (http://www.dnb.com/duns-number.html)
- System for Award Management (SAM) (https://www.sam.gov)
- Grants.gov (http://www.grants.gov/)

For further details, see Section 3.1 of HRSA's *SF-424 R&R Application Guide*.

**SAM.GOV ALERT:** For your SAM.gov registration, you must submit a notarized letter appointing the authorized Entity Administrator. The review process changed for the Federal Assistance community on June 11, 2018.

In accordance with the Federal Government's efforts to reduce reporting burden for recipients of federal financial assistance, the general certification and representation requirements contained in the Standard Form 424B (SF-424B) – Assurances – Non-Construction Programs, and the Standard Form 424D (SF-424D) – Assurances – Construction Programs, have been standardized federal-wide. Effective January 1, 2020, the forms themselves are no longer part of HRSA's application packages and the updated common certification and representation requirements will be stored and maintained within the SAM. Organizations or individuals applying for federal financial

assistance as of January 1, 2020, must validate the federally required common certifications and representations annually through SAM located at SAM.gov.

**If you fail to allow ample time to complete registration with SAM or Grants.gov, you will not be eligible for a deadline extension or waiver of the electronic submission requirement.**

### 4. Submission Dates and Times

**Application Due Date**
The due date for applications under this NOFO is *January 19, 2021 at 11:59 p.m. ET*. HRSA suggests submitting applications to Grants.gov at least **3 calendar days before the deadline** to allow for any unforeseen circumstances. See Section 8.2.5 – Summary of emails from Grants.gov of HRSA's *SF-424 R&R Application Guide* for additional information.

### 5. Intergovernmental Review

The NWD Program is not a program subject to the provisions of Executive Order 12372, as implemented by 45 CFR part 100.

See Section 4.1 ii of HRSA's *SF-424 R&R Application Guide* for additional information.

### 6. Funding Restrictions

You may request funding for a period of performance of up to four (4) years, at no more than $555,000 per year (inclusive of direct **and** indirect costs).

The FY 2021 President's Budget does not request funding for this program. This program notice is subject to the appropriation of funds, and is a contingency action taken to ensure that, should funds become available for this purpose, HRSA can process applications and award funds appropriately. Awards to support projects beyond the first budget year will be contingent upon Congressional appropriation, satisfactory progress in meeting the project's objectives, and a determination that continued funding would be in the best interest of the Federal Government.

Funds under this announcement may not be used for purposes specified in HRSA's *SF-424 R&R Application Guide.* In addition, funds may not be used for the following purposes:
   a) Establishment of a skills lab as the sole project focus
   b) Provision of child care/child care costs
   c) Accreditation, Credentialing, Licensing and Franchise fees and expenses
   d) College entrance exam cost;
   e) Construction
   f) Foreign Travel

The General Provisions in Division A of the Further Consolidated Appropriations Act, 2020 (P.L. 116-94) apply to this program. Please see Section 4.1 of HRSA's *SF-424*

[*R&R Application Guide*](#) for additional information. Note that these or other restrictions will apply in the following fiscal years, as required by law.

You are required to have the necessary policies, procedures, and financial controls in place to ensure that your organization complies with all legal requirements and restrictions applicable to the receipt of federal funding including statutory restrictions on use of funds for lobbying, executive salaries, gun control, abortion, etc. Like those for all other applicable grants requirements, the effectiveness of these policies, procedures, and controls is subject to audit.

All program income generated as a result of awarded funds must be used for approved project-related activities. The program income alternative applied to the award(s) under the program will be the addition/additive alternative. You can find post-award requirements for program income at [45 CFR § 75.307](#).

# V. Application Review Information

## 1. Review Criteria

HRSA has procedures for assessing the technical merit of applications to provide for an objective review and to assist you in understanding the standards against which your application will be reviewed. HRSA has critical indicators for each review criterion to assist you in presenting pertinent information related to that criterion and to provide the reviewer with a standard for evaluation.

These criteria are the basis upon which the reviewers will evaluate and score the merit of the application. The entire proposal will be considered during objective review,

Review criteria are used to review and rank applications. The NWD Program has five (5) review criteria. See the review criteria outlined below with specific detail and scoring points.

*Criterion 1: PURPOSE AND NEED (15 points) – Corresponds to Section IV's [Purpose and Need](#)*

Reviewers will consider the extent to which the proposed project addresses your contribution to increase nursing education opportunities for individuals who are from disadvantaged backgrounds, including racial and ethnic minorities underrepresented among registered nurses and the extent to which you clearly:

- Demonstrate the significant gaps and a compelling need for increasing educational opportunities for students from disadvantaged backgrounds (including ethnic and racial minorities underrepresented among registered nurses) in schools of nursing by the use of data and other supportive evidence;
- Identify significant, quantifiable challenges in the recruitment and retention of diverse faculty;
- Demonstrate a clear, data-informed picture of the social determinants that

impact the access and success in nursing education of the target population who will receive resources and support through the proposed project;

- Provide a detailed assessment of the recruitment, enrollment and retention challenges, among students from disadvantaged backgrounds; and
- Demonstrate the health disparities of the surrounding communities.

*Criterion 2: RESPONSE TO PROGRAM PURPOSE (40 points) – Corresponds to Section IV's Response to Program Purpose Sub-section (a) Methodology/Approach, Sub-section (b) Work Plan and Sub-section (c) Resolution of Challenges*

*Criterion 2 (a): WORK PLAN (15 points) – Corresponds to Section IV's Response to Program Purpose Sub-section (a) Work Plan*

Reviewers will determine the extent to which you:

- Demonstrate the feasibility of the projected number of students (as both gross estimate and percentage of total student population) who will receive support over the performance period;
- Collaborate and include key partners in planning, designing, and implementing appropriate activities;
- Clearly illustrate the breadth and scope of the work plan, which should be complete, comprehensive, and feasible within the performance period;
- Clearly identify project goals, inputs, target population, and activities throughout the Logic Model (Attachment 1); and
- Describe how each of the evidence-based strategies supports the project goals and objectives and the likelihood the approach will help you to meet the program outputs and projected outcomes.

*Criterion 2 (b): METHODOLOGY/APPROACH (15 points) – Corresponds to Section IV's Response to Program Purpose Sub-section (b) Methodology/Approach*

Reviewers will consider whether you proposed activities that meet all of the Program Requirements of the NOFO, and if they are sufficient to ensure successful implementation of the NWD project. Reviewers will consider the extent to which you:

- Describe the proposed project that will be effective in meeting the healthcare needs of the population being served through increasing nursing education opportunities for individuals from disadvantaged backgrounds, (including racial and ethnic minorities underrepresented among registered nurses);
- Address the program objectives including the roles of partners, system level initiatives, educational/teaching strategies to be implemented, in order to accomplish the objectives of the project;
- Demonstrate an academic mission that reflects the commitment to increasing diversity and to the recruitment and retention of students and faculty from disadvantaged backgrounds;
- Propose approaches to address the identified gaps in educational opportunities for students in their target population from disadvantaged backgrounds stated in the Purpose and Need section;

- Propose a comprehensive and actionable plan to implement a systems approach to include the use of evidence-based strategies, with demonstrated impact on the specific social determinants outlined in the applicant's Purpose and Needs section; and
- Clearly incorporate all of the evidence-based strategies to enhance the institution's ability to address larger structural forces that impede the success of students from disadvantaged backgrounds.

In addition, the reviewers will assess the extent to which the application provides a clear and comprehensive description of how the applicant will implement or enhance each of the following evidence-based strategies:

- Student support services are adequate to facilitate and maintain the success of students from disadvantaged backgrounds;
- Details a plan for faculty recruitment and retention to facilitate the development and support of diverse faculty to support the target student population from disadvantaged backgrounds;
- Mentoring services are sufficient to address the needs of the students and that the mentors reflect the population of the target student population;
- Demonstrates the adequate use of student financial support to meet the needs of the students in the program;
- Articulates a clear and plausible assessment of current applicant review practices and forecasts a plan that will result in the implementation of a more holistic review of applicants as a mechanism to increase admission, retention, and graduation of students from the targeted population;
- Details a plan to adapt and modify current applicant review practices that incorporate criteria that are mission-driven, evidence-based, promote diversity, and include a balanced use of experiences, attributes, and metrics; and
- New collaborative partnerships or strengthened and expanded existing partnerships (both internal and external) are sufficient to ensure the academic success of students from disadvantaged backgrounds and to increase diversity in schools of nursing.

*Criterion 2 (c): RESOLUTION OF CHALLENGES (10 points) – Corresponds to Section IV's Response to Program Purpose Sub-section (c) Resolution of Challenges)*

Reviewers will determine the extent to which you articulate potential obstacles and challenges during the implementation of the project, as well as describe a reasonable and actionable plan for dealing with identified contingencies that may arise. Reviewers will determine the quality and extent to which you describe:

- Challenges that are likely to be encountered in designing and implementing the activities described in the Work Plan;
- Resolutions or approaches to address the challenges identified; and
- Barriers regarding the social determinants and other structural barriers in the target population and describes evidenced-based approaches that will be or have been attempted in the past to mitigate these barriers.

*Criterion 3: IMPACT (20 points) – Corresponds to Section IV's Impact Sub-section (a) Evaluation and Technical Support Capacity, and Sub-section (b) Project Sustainability*

*Criterion 3(a): EVALUATION AND TECHNICAL SUPPORT CAPACITY (10 points) – Corresponds to Section IV's Impact Sub-section (a) Evaluation and Technical Support Capacity*

Reviewers will consider the quality of your plan to report on the measurable outcomes being requested, including both internal program performance evaluation plan and HRSA's required performance measures. Reviewers will consider the extent to which you:

- Provide evaluative measures that can effectively assess whether project objectives will be met, as well as your ability to effectively report on measurable outcomes;
- Demonstrate the use of evaluative measure to demonstrate program impact including:
    - How well the program objectives have been met; and
    - How well these can be attributed to the project.

- Demonstrate the capacity of the institution to track, collect and report required performance measures on an annual basis, including but not limited to:
    - Student diversity data such as the number and percent of students from disadvantaged backgrounds retained in the nursing program;
    - Faculty diversity data to reflect the needs of the student and institution;
    - Demographic descriptions of students from disadvantaged backgrounds; and
    - Student financial support.

- Provide an evaluation plan that includes necessary components (description of the inputs, key processes, variables to be measured, expected outcomes of the funded activities, and how key measure will be reported), as well as a description of how you will collect and manage data in such a way that allows for accurate and timely reporting of performance outcomes.

*Criterion 3 (b): PROJECT SUSTAINABILITY (10 points) – Corresponds to Section IV's Impact Sub-section (b) Project Sustainability*

Reviewers will consider the quality of the response in which you describe a feasible and actionable plan for project sustainability after the period of federal funding ends. Reviewers will also consider the extent to which you:

- Provide a description of an effective plan for project sustainability after the period of federal funding ends;
- Include strategies to obtain future sources of potential income, as well as a timetable for becoming self-sufficient; and
- Articulate likely challenges to be encountered in sustaining the program, and describe logical approaches to resolving such challenges.

*Criterion 4: ORGANIZATIONAL INFORMATION, RESOURCES, AND CAPABILITIES (15 points) – Corresponds to Section IV's Organizational Information, Resources, and Capabilities*

Reviewers will determine the extent to which project personnel are qualified by training and/or experience to implement and carry out the project. This will be evaluated both through the information in the project narrative, as well as the Attachments. Reviewers will also determine the quality and extent to which you demonstrate:

- The project's plan to recruit, retain, and graduate students from disadvantaged backgrounds is appropriate and specifically related to the barriers identified
- The quality and availability of facilities, resources, and personnel to fulfill the needs of the project;
- Project personnel have demonstrated experience serving the specific target population;
- Key personnel invest adequate time to the project to ensure commitment and achievement of project objectives;
- Meaningful support and collaboration with internal and external stakeholders and partners;
- Curriculum and learning activities that clearly link to increasing the students' and faculty' self-awareness of multicultural issues and engaging individuals, families, and communities from diverse social and cultural backgrounds in their own health care;
- Institutional commitment to creating an environment of diversity and inclusion among student and faculty populations; and
- Strength of flexible training-focused emergency preparedness plan, in case of public health emergencies, to ensure continuation of programmatic and training activities, including but not limited to clinical experiential training.

*Criterion 5: SUPPORT REQUESTED (10 points) – Corresponds to Section IV's Budget Justification Narrative and SF-424 R&R budget forms*

Your application will be reviewed for the reasonableness of the proposed budget for each year of the period of performance, in relation to the objectives, the complexity of the activities, and the anticipated results. Reviewers will consider the extent to which:

- Costs, as outlined in the budget and required resources sections, are reasonable given the scope of work;
- Key personnel have adequate time devoted to the project to achieve project objectives;
- Only one Project Director is identified and is a licensed Registered Nurse;
- The budget justification is detailed, clear, includes a narrative description and adequately aligns with the proposed line item budget;
- A minimum of 30 percent of the total budget is allocated to participant/trainee support;
- Trainee stipends, and other participant/trainee costs are reasonable and supportive of the projective objectives; and

- The proposal follows the budget guidelines specified in the NOFO and the SF-424 R&R Application Guide.

## 2. Review and Selection Process

The objective review process provides an objective evaluation to the individuals responsible for making award decisions. The highest ranked applications receive consideration for award within available funding ranges. HRSA may also consider assessment of risk and the other pre-award activities described in Section 3 below. In addition to the ranking based on merit criteria, HRSA approving officials will apply other factors described below in selecting applications for award. See Section 5.3 of HRSA's *SF-424 R&R Application Guide* for more details.

**Funding Preferences**
This program provides a funding preference for applicants as authorized by Section 805 of the PHS Act (42 U.S.C. § 296m). Applicants receiving the preference will be placed in a more competitive position among applications that can be funded. Applications that do not receive a funding preference will receive full and equitable consideration during the review process. HRSA staff will verify and determine the funding factor and will grant it to any qualified applicant that demonstrates they meet the criteria for the preference(s) as follows:

| Funding Preference(s) | Qualifications to Meet Preference(s) |
|---|---|
| Substantially Benefits Rural Population | Applicants are eligible to receive this funding preference if they substantially benefit rural populations. Eligibility confirmation can be obtained by inserting the applicant's address or that of the partnering clinical training site into HRSA's Rural Health Grants Eligibility Analyzer or "Am I Rural?" (Applicants must include a copy of the output from the Analyzer with the application in Attachment 7. Note that if the output exceeds three pages, only the first three pages will count toward the page limit).<br><br>**OR** |
| Substantially Benefits Underserved Populations | Applicants are eligible to receive this funding preference if they serve a federally-designated Medically Underserved Area (MUA)<br><br>**OR**<br><br>Medically Underserved Population (MUP).<br>Eligibility confirmation can be obtained by using the Shortage Designation Advisor. |

| | (Applicants must include a copy of the output from Shortage Designation Advisor in Attachment 7. Note that if the output exceeds three pages, only the first three pages will count toward the page limit). |
|---|---|
| Substantially Benefits Public Health Nursing Needs in State or Local Health Departments | Applicants are eligible to receive this preference if they substantially benefit Public Health Nursing needs in State or Local Health Departments. Eligibility confirmation may be obtained by demonstrating linkage(s) or practice collaborations with state or local health departments for student practicum experiences. Applicants must include a copy of the practice agreement in Attachment 7. |

## 3. Assessment of Risk

HRSA may elect not to fund applicants with management or financial instability that directly relates to the organization's ability to implement statutory, regulatory, or other requirements (45 CFR § 75.205).

HRSA reviews applications receiving a favorable objective review for other considerations that include past performance, as applicable, cost analysis of the project/program budget, assessment of your management systems, ensuring continued applicant eligibility, and compliance with any public policy requirements, including those requiring just-in-time submissions. HRSA may ask you to submit additional programmatic or administrative information (such as an updated budget or "other support" information) or to undertake certain activities (such as negotiation of an indirect cost rate) in anticipation of an award. However, even at this point in the process, such requests do not guarantee that HRSA will make an award. Following review of all applicable information, HRSA's approving and business management officials will determine whether HRSA can make an award, if special conditions are required, and what level of funding is appropriate.

Award decisions are discretionary and are not subject to appeal to any HRSA or HHS official or board.

HRSA is required to review and consider any information about your organization that is in the Federal Awardee Performance and Integrity Information System (FAPIIS). You may review and comment on any information about your organization that a federal awarding agency previously entered. HRSA will consider your comments, in addition to other information in FAPIIS in making a judgment about your organization's integrity, business ethics, and record of performance under federal awards when completing the review of risk posed as described in 45 CFR § 75.205 HHS Awarding Agency Review of Risk Posed by Applicants.

HRSA will report to FAPIIS a determination that an applicant is not qualified (45 CFR § 75.212).

# VI. Award Administration Information

## 1. Award Notices

HRSA will issue the Notice of Award (NOA) prior to the start date of July 1, 2021. See Section 5.4 of HRSA's *SF-424 R&R Application Guide* for additional information.

## 2. Administrative and National Policy Requirements

See Section 2.1 of HRSA's *SF-424 R&R Application Guide*.

If you are successful and receive a Notice of Award, in accepting the award, you agree that the award and any activities thereunder are subject to all provisions of 45 CFR part 75, currently in effect or implemented during the period of the award, other Department regulations and policies in effect at the time of the award, and applicable statutory provisions.

**Requirements of Subawards**
The terms and conditions in the NOA apply directly to the recipient of HRSA funds. The recipient is accountable for the performance of the project, program, or activity; the appropriate expenditure of funds under the award by all parties; and all other obligations of the recipient, as cited in the NOA. In general, the requirements that apply to the recipient, including public policy requirements, also apply to subrecipients under awards, and it is the recipient's responsibility to monitor the compliance of all funded subrecipients. See 45 CFR § 75.101 Applicability for more details.

**Data Rights**
All publications developed or purchased with funds awarded under this notice must be consistent with the requirements of the program. Pursuant to 45 CFR § 75.322(b), the recipient owns the copyright for materials that it develops under an award issued pursuant to this notice, and HHS reserves a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, or otherwise use those materials for federal purposes, and to authorize others to do so. In addition, pursuant to 45 CFR § 75.322(d), the Federal Government has the right to obtain, reproduce, publish, or otherwise use data produced under this award and has the right to authorize others to receive, reproduce, publish, or otherwise use such data for federal purposes, e.g., to make it available in government-sponsored databases for use by others. If applicable, the specific scope of HRSA rights with respect to a particular grant-supported effort will be addressed in the NOA. Data and copyright-protected works developed by a subrecipient also are subject to the Federal Government's copyright license and data rights.

## 3. Reporting

Award recipients must comply with Section 6 of HRSA's *SF-424 R&R Application Guide* **and** the following reporting and review activities:

1) **Progress Report**(s). The recipient must submit a progress report to HRSA on an **annual** basis. HRSA will verify that approved and funded applicants' proposed objectives are accomplished during each year of the project.

   The Progress Report has two parts. The first part demonstrates recipient progress on program-specific goals. Recipients will provide performance information on project objectives and accomplishments, project barriers and resolutions, and will identify any technical assistance needs.

   The second part collects information providing a comprehensive overview of recipient overall progress in meeting the approved and funded objectives of the project, as well as plans for continuation of the project in the coming budget period. The recipient should also plan to report on dissemination activities in the annual progress report.

Further information will be available in the NOA.

2) **Performance Reports.** The recipient must submit a Performance Report to HRSA via the Electronic Handbooks (EHBs) on an annual basis. All HRSA recipients are required to collect and report performance data so that HRSA can meet its obligations under the Government Performance and Results Modernization Act of 2010 (GPRA). The required performance measures for this program are outlined in the Project Narrative Section IV's Impact Sub-section (a). Further information will be provided in the NOA.

   The annual performance report will address all academic year activities from July 1 to June 30, and will be due to HRSA on July 31 each year. If award activity extends beyond June 30 in the final year of the period of performance, a Final Performance Report (FPR) may be required to collect the remaining performance data. The FPR is due within 90 calendar days after the period of performance ends.

3) **Final Program Report.** A final report is due within 90 calendar days after the period of performance ends. The Final Report must be submitted online by recipients in the EHBs at https://grants.hrsa.gov/webexternal/home.asp.

   The Final Report is designed to provide HRSA with information required to close out a grant after completion of project activities. Recipients are required to submit a final report at the end of their project. The Final Report includes the following sections:

- Project Objectives and Accomplishments - Description of major accomplishments on project objectives.
- Project Barriers and Resolutions - Description of barriers/problems that impeded project's ability to implement the approved plan.
- Summary Information:
  - Project overview;
  - Project impact;
  - Prospects for continuing the project and/or replicating this project elsewhere;
  - Publications produced through this grant activity; and
  - Changes to the objectives from the initially approved grant

Further information will be provided in the NOA.

4) **Federal Financial Report.** A Federal Financial Report (SF-425) is required according to the schedule in the *SF-424 R&R Application Guide*. The report is an accounting of expenditures under the project that year. More specific information will be included in the NOA.

5) **Integrity and Performance Reporting.** The NOA will contain a provision for integrity and performance reporting in FAPIIS, as required in 45 CFR part 75 Appendix XII.

Please note that the OMB revisions to Guidance for Grants and Agreements termination provisions located at 2 CFR § 200.340 - Termination apply to all federal awards effective August 13, 2020.

# VII. Agency Contacts

You may request additional information and/or technical assistance regarding business, administrative, or fiscal issues related to this NOFO by contacting:

G. Sapphire Marc-Harris, M. Ed.
Senior Grants Management Specialist
Division of Grants Management Operations, OFAM
Health Resources and Services Administration
5600 Fishers Lane, Mailstop 10NWH04
Rockville, MD 20857
Email: SMarc-Harris@hrsa.gov

You may request additional information regarding the overall program issues and/or technical assistance related to this NOFO by contacting:

LT Renee Nwankwo MPH, BSN, RN
Project Officer
Attn: Nursing Workforce Diversity Program
Bureau of Health Workforce

Health Resources and Services Administration
5600 Fishers Lane, Room 11N100
Rockville, MD  20857
Telephone:  (301) 443-1587
Email:  Rnwankwo@hrsa.gov

You may need assistance when working online to submit your application forms electronically. Always obtain a case number when calling for support. For assistance with submitting the application in Grants.gov, contact Grants.gov 24 hours a day, 7 days a week, excluding federal holidays at:

Grants.gov Contact Center
Telephone:  1-800-518-4726 (International Callers, please dial 606-545-5035)
Email:  support@grants.gov
Self-Service Knowledge Base:  https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

Successful applicants/recipients may need assistance when working online to submit information and reports electronically through HRSA's EHBs. For assistance with submitting information in the EHBs, contact the HRSA Contact Center, Monday–Friday, 8 a.m. to 8 p.m. ET, excluding federal holidays at:

HRSA Contact Center
Telephone:  (877) 464-4772
TTY:  (877) 897-9910
Web:  http://www.hrsa.gov/about/contact/ehbhelp.aspx

## VIII. Other Information

**Tips for Writing a Strong Application**

See Section 4.7 of HRSA's *SF-424 R&R Application Guide*.

Frequently Asked Questions (FAQs) can be found on the program website and are often updated during the application process.

In addition, a number of helpful tips have been developed with information that may assist you in preparing a competitive application. These webcasts can be accessed at http://www.hrsa.gov/grants/apply/write-strong/index.html.

**Logic Models:**

Additional information on developing logic models can be found at the following website: http://www.cdc.gov/eval/resources/index.htm

Although there are similarities, a logic model is not a work plan. A work plan is an "action" guide with a timeline used during program implementation; the work plan provides the "how to" steps. A logic model is a visual diagram that demonstrates an overview of the

relationships between the 1) resources and inputs, 2) implementation strategies and activities, and 3) desired outputs and outcomes in a project. Information on how to distinguish between a logic model and work plan can be found at the following website: http://www.cdc.gov/healthyyouth/evaluation/pdf/brief5.pdf.

**Holistic Review Resources:**

For more information about holistic review, please review the following resources:

- Urban Universities for HEALTH Holistic Admissions in the Health Professions Finding from a National Survey: http://urbanuniversitiesforhealth.org/media/documents/holisticadmissionsinthehealthprofessions.pdf

- American Association of Colleges of Nursing Holistic Review Admissions in Nursing Toolkit:  https://www.aacnnursing.org/Education-Resources/Tool-Kits/Holistic-Admissions-Tool-Kit

-  Association of American Medical Colleges' Experiences, Attributes, and Metrics (E-A-M) Model  https://aamc-orange.global.ssl.fastly.net/production/media/filer_public/11/59/11598f07-083a-4928-ab89-42a29da8488a/theexperiences-attributes-metricse-a-m_image_only.pdf

- National League For Nurses Diversity and Inclusion Toolkit: http://www.nln.org/docs/default-source/default-document-library/diversity-toolkit.pdf?sfvrsn=2

- Campaign for Action: Increasing Diversity in Nursing Resources: https://campaignforaction.org/issue/increasing-diversity-in-nursing/#resources

**Program Definitions:**
The following definitions apply to the NWD Program for Fiscal Year 2021:

**Academic and peer support** - A variety of instructional methods, educational services, or resources provided to students in an effort to help accelerate their learning progress, meet learning standards, or foster success in academic institutions.

**Disadvantaged background** - An individual who comes from an economically and or educationally disadvantaged background.

**Economically disadvantaged** - An individual comes from a family with an annual income below a level based on low-income thresholds, according to family size established by the U.S. Census Bureau, adjusted annually for changes in the Consumer Price Index, and adjusted by the Secretary of the U.S. Department of Health and Human Services, for use in all health professions programs. The Secretary updates these income levels in the *Federal Register* annually.

The Secretary defines a "low income family/household" for various health professions programs included in Titles III, VII and VIII of the Public Health Service Act, as having an annual income that does not exceed 200 percent of the Department's poverty guidelines. A *family* is a group of two or more individuals related by birth, marriage, or adoption who live together. A *household* may be only one person.

| 2020 HRSA Poverty Guidelines (200 percent of HHS Poverty Guidelines) | | | |
|---|---|---|---|
| Size of parents' family* | Income Level** | | |
| | 48 Contiguous States and D.C. | Alaska | Hawaii |
| 1 | $25,520 | $31,900 | $29,360 |
| 2 | $34,480 | $43,100 | $39,660 |
| 3 | $43,440 | $54,300 | $49,960 |
| 4 | $52,400 | $65,500 | $60,260 |
| 5 | $61,360 | $76,700 | $70,560 |
| 6 | $70,320 | $87,900 | $80,860 |
| 7 | $79,280 | $99,100 | $91,160 |
| 8 | $88,240 | $110,300 | $101,460 |
| For each additional person, add | $8,960 | $11,200 | $10,300 |

\* Includes only dependents listed on federal income tax forms. Some programs will use the student's family rather than his or her parents' family.
\*\* Adjusted gross income for calendar year 2019
   **SOURCE:** *Federal Register*, Vol. 85, No. 12, January 17, 2020

**Educationally disadvantaged** - An individual who comes from a social, cultural, or educational environment that has demonstrably and directly inhibited the individual from obtaining the knowledge, skills, and abilities necessary to develop and participate in a health professions education or training program.

The following are provided as **examples** of a disadvantaged background. **These examples are for guidance only and are not intended to be all-inclusive. Each academic institution defines the below mentioned "low" rates based on its own enrollment populations. *It is the responsibility of each applicant to clearly delineate the criteria used to classify student participants as coming from an educationally disadvantaged background.*** The most recent annual data available for

the last four examples below can be found on your state's Department of Education website under the applicable high school's report card.

- The individual comes from a family that receives public assistance (e.g., Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program, Medicaid, and public housing).
- The individual is the first generation in his or her family to attend college.
- The individual graduated from (or last attended) a high school with low SAT scores, based on most recent annual data available.
- The individual graduated from (or last attended) a high school that—based on the most recent annual data available— had either a:
  - low percentage of seniors receiving a high school diploma; or
  - low percentage of graduates who go to college during the first year after graduation.
- The individual graduated from (or last attended) a high school with low per capita funding.
- The individual graduated from (or last attended) a high school where—based on the most recent annual data available— many of the enrolled students are eligible for free or reduced-price lunches.

**Holistic review** - A strategy that assesses an applicant's unique experiences alongside traditional measures of academic achievement such as grades and test scores. It is designed to help universities consider a broad range of factors reflecting the applicant's academic readiness, contribution to the incoming class, and potential for success both in school and later as a professional. Holistic review, when used in combination with a variety of other mission-based practices, constitutes a "holistic admission" process.

The following provided as **examples** of holistic review practices. This list is not a comprehensive list of all holistic review practices:

- The institution evaluates applicant criteria related to specific mission or goals of the school
- The institution has a mission statement for admission that includes diversity
- The institution considers non-academic criteria as well as academic metrics such as GPA and test scores in the initial screening process
- The institution evaluates non-academic criteria related to student background or experience in the initial screening such as first-generation status, socio-economic status, gender, race, community/area of origin, circumstances indicative of adversity, foreign language ability, participation in community service, academic achievements, and healthcare experience and exposure.

**Social Determinants of Education** - The conditions in which people are born, grow, live, work and age, including the education system. These circumstances are shaped by social, physical, economic and educational factors at national and local levels, which are influenced by policy choices. The social determinants of education are mostly responsible for education inequities-the unfair and avoidable differences in education access and success seen within and between national and local levels. The NWD program seeks to address the social, physical, economic, and educational factors that affect the academic access and success of students from disadvantaged backgrounds

including racial and ethnic minorities underrepresented amongst registered nurses in addition to the social, environmental, and structural determinants that have an effect on an institution's ability to recruit, retain, and graduate such students.

**Student financial support** - Scholarships, stipends, and other participant/trainee support that provide financial assistance to eligible project participants.

**Underrepresented Minority** - An individual from a racial and/or ethnic group that is considered inadequately represented among the registered nurse population relative to the numbers of that racial and/or ethnic group in the general population. For the purposes of this program, the term "underrepresented racial and ethnic minorities" include Black or African Americans, Hispanic or Latinos, American Indians or Alaska Natives, and Native Hawaiians.