FY 2021
TRANSITIONING GANG-INVOLVED YOUTH TO HIGHER EDUCATION
PRE-APPLICATION WEBINAR



- BEATRIZ CEJA–WILLIAMS, SENIOR DIRECTOR, INSTITUTIONAL SERVICE
- JYMECE SEWARD, PROGRAM LEAD
- MARGARITA MELÉNDEZ, PROGRAM CO-LEAD

- NOVEMBER 15, 2021

AGENDA

- ✓ WELCOME
- ✓ PROGRAM PURPOSE
- ✓ FY 2021 COMPETITION AT A GLANCE
- ✓ ELIGIBILITY
- ✓ PRIORITIES
- ✓ SELECTION CRITERIA
- ✓ THE LOGIC MODEL
- ✓ PERFORMANCE MEASURES
- ✓ PLANNING YOUR GRANT APPLICATION
- ✓ APPLICATION SUBMISSION AND REVIEW

PROGRAM PURPOSE

THE PURPOSE OF THIS PROGRAM IS TO PROVIDE GANG INVOLVED YOUTH WITH POSTSECONDARY EDUCATION OPPORTUNITIES THAT WILL LEAD TO CERTIFICATION OR CREDENTIALS. SUCH PROGRAMS CAN INCLUDE APPRENTICESHIPS OR OTHER WORKFORCE PREPARATION PROGRAMS THAT PROMOTE JOB READINESS UPON COMPLETION OF THE PROGRAM, WHILE SIMULTANEOUSLY PROVIDING ESSENTIAL WRAP AROUND SERVICES THAT INCLUDE CULTURALLY COMPETENT SOCIAL AND EMOTIONAL SUPPORT.

FY 2021 COMPETITION AT A GLANCE

- APPLICATION AVAILABLE: OCTOBER 29, 2021
- APPLICATION DEADLINE: NOVEMBER 29, 2021
- ESTIMATED AVAILABLE FUNDS: $990,000
- MAXIMUM AWARD: $990,000
- PROJECT PERIOD: 36 MONTHS
- ESTIMATED NUMBER OF AWARDS: 1
- PRIORITIES
  - 1 ABSOLUTE PRIORITY
  - 1 COMPETITIVE PREFERENCE PRIORITY
- RESTRICTED INDIRECT COST RATE OF 8%
- DO NOT EXCEED MAXIMUM AWARD AMOUNT

ELIGIBILITY

- COMMUNITY COLLEGES - AN INSTITUTION THAT MEETS THE DEFINITION IN SECTION 312(F) OF THE HEA (20 U.S.C. 1058(F)) OR AN INSTITUTION OF HIGHER EDUCATION THAT AWARDS DEGREES AND CERTIFICATES, MORE THAN 50 PERCENT OF WHICH ARE NOT BACHELOR'S DEGREES (OR AN EQUIVALENT) OR MASTER'S, PROFESSIONAL, OR OTHER ADVANCED DEGREES

ABSOLUTE PRIORITY

ABSOLUTE PRIORITY (REQUIRED)

ELIGIBLE APPLICANTS:

- COMMUNITY COLLEGES WITH ONE OR MORE OF THE FOLLOWING AS A PARTNER:
  - PUBLIC OR PRIVATE NONPROFIT ORGANIZATIONS
  - COMMUNITY-BASED ORGANIZATIONS (CBOS),
  - INDUSTRY PARTNERS, OR
  - OTHER ENTITIES WITH A DEMONSTRATED RECORD OF WORKING SUCCESSFULLY WITH YOUTH WHO ARE GANG-INVOLVED TO LEVERAGE SERVICES TO SUPPORT STUDENTS AND ACQUIRING THE KNOWLEDGE, SKILLS, AND ABILITIES TO TRANSITION INTO AN EDUCATION BEYOND HIGH SCHOOL.

COMMUNITY COLLEGES **MUST** INCLUDE THE PARTICIPATION OF THEIR WORKFORCE OR CAREER SERVICES OFFICES TO ASSIST WITH CAREER PLACEMENT SERVICES AND DEVELOPMENTAL ACADEMIC COURSEWORK FOR PROGRAM PARTICIPANTS. THIS MAY INCLUDE WORKING THROUGH THEIR WORKFORCE DEVELOPMENT AND CONTINUING EDUCATION DIVISIONS OR OTHER OFFICES, AS APPROPRIATE.

COMPETITIVE PREFERENCE PRIORITY

- COMPETITIVE PREFERENCE PRIORITY – CREATING A POSITIVE, INCLUSIVE, AND IDENTITY SAFE CLIMATE (UP TO 15 POINTS).

PROJECTS THAT ARE DESIGNED TO IMPROVE THE SOCIAL, EMOTIONAL, ACADEMIC, AND CAREER DEVELOPMENT OF YOUTH WHO ARE GANG-INVOLVED, BY CREATING A POSITIVE, INCLUSIVE, AND IDENTITY DASH SAFE CLIMATE THROUGH ONE OR MORE OF THE FOLLOWING ACTIVITIES:

1. FOSTERING A SENSE OF BELONGING AND INCLUSION FOR STUDENTS WHO ARE GANG-INVOLVED. (UP TO 5 POINTS)
2. IMPLEMENTING EVIDENCE-BASED PRACTICES FOR ADVANCING STUDENTS ACCESS FOR STUDENTS WHO ARE GANG INVOLVED. (UP TO 5 POINTS)
3. PROVIDING HIGH QUALITY PROFESSIONAL DEVELOPMENT OPPORTUNITIES DESIGNED TO REDUCE BIAS AND BUILD ASSET-BASED MINDSETS FOR STUDENT, FACULTY, AND STAFF THAT ADDRESSES ACTIONABLE INCLUSION EFFORTS WITH RESPECT TO RACIAL, ETHNIC, CULTURAL, LINGUISTIC, DISABILITY, AGE, AND GENDER CHARACTERISTICS. (UP TO 5 POINTS)

SELECTION CRITERIA

Selection Criteria	Maximum Points
Quality of the Project Design	30
Quality of Project Services	30
Quality of Project Personnel	20
Quality of the Management Plan	10
Quality of the Project Evaluation	10
Total Maximum Score for Selection Criteria	**100**
Competitive Preference Priority	15
Total Possible Score Per Application	**115**

SELECTION CRITERIA

A. **<u>QUALITY OF THE PROJECT DESIGN</u> (MAXIMUM 30 POINTS)**

1. THE EXTENT TO WHICH THE DESIGN OF THE PROPOSED PROJECT DEMONSTRATES A RATIONALE. (UP TO 10 POINTS)

2. THE EXTENT TO WHICH THE DESIGN OF THE PROPOSED PROJECT IS APPROPRIATE TO, AND WILL SUCCESSFULLY ADDRESS, THE NEEDS OF THE TARGET POPULATION OR OTHER IDENTIFIED NEEDS. (UP TO 10 POINTS)

3. THE EXTENT TO WHICH THE PROPOSED PROJECT WILL ESTABLISH LINKAGES WITH OTHER APPROPRIATE AGENCIES AND ORGANIZATIONS PROVIDING SERVICES TO THE TARGET POPULATION . (UP TO 10 POINTS)

QUESTIONS TO CONSIDER- PROJECT DESIGN

- WHAT ARE THE ISSUES THE PROPOSAL IS ATTEMPTING TO ADDRESS?
- HOW DO THE ISSUES, NEEDS, AND PROPOSED ACTIVITIES RELATE TO THE PURPOSE OF THE PROGRAM AND THE TARGETED POPULATION?
- HOW WILL THE APPLICANT ADDRESS THE NEEDS?
- HOW WILL THE APPLICANT ADDRESS THE PRIORITIES?
- HOW WOULD THE PROJECT BE PRESENTED USING A LOGIC MODEL?

SELECTION CRITERIA

B. <u>QUALITY OF PROJECT SERVICES</u> (MAXIMUM OF 30 POINTS)

1. THE QUALITY AND SUFFICIENCY OF STRATEGIES FOR ENSURING EQUAL ACCESS AND TREATMENT FOR ELIGIBLE PROJECT PARTICIPANTS WHO ARE MEMBERS OF GROUPS THAT HAVE TRADITIONALLY BEEN UNDERREPRESENTED BASED ON RACE, NATIONAL ORIGIN, GENDER, AGE, OR DISABILITY. (UP TO 5 POINTS)

2. THE EXTENT TO WHICH THE SERVICES TO BE PROVIDED BY THE PROPOSED PROJECT ARE APPROPRIATE TO THE NEEDS OF THE INTENDED RECIPIENTS OR BENEFICIARIES OF THESE SERVICES. (UP TO 10 POINTS)

3. THE LIKELY IMPACT OF THE SERVICES TO BE PROVIDED BY THE PROPOSED PROJECT ON THE INTENDED RECIPIENTS OF THOSE SERVICES. (UP TO 10 POINTS)

4. THE EXTENT TO WHICH THE SERVICES TO BE PROVIDED BY THE PROPOSED PROJECT INVOLVED THE COLLABORATION OF APPROPRIATE PARTNERS FOR MAXIMIZING THE EFFECTIVENESS OF PROJECT SERVICES. (UP TO 5 POINTS)

QUESTIONS TO CONSIDER – PROJECT SERVICES

- TO WHAT EXTENT ARE SERVICES SUFFICIENT TO ADDRESS THE UNIQUE NEEDS OF THE TARGET POPULATION?
- IS THE INSTITUTION CONSIDERING NEW AND PROVEN SERVICE MODELS THAT WILL ENSURE THAT THE GOALS OF THE PROPOSED SERVICES/PROJECT ARE ACHIEVED?
- WHAT GAINS ARE EXPECTED AS A RESULT OF THE PROPOSED SERVICES/PROJECT ?
- WHAT ARE THE SERVICES AND WHAT IS THE INTENDED OUTCOME/IMPACT OF THOSE SERVICES?

SELECTION CRITERIA

C. QUALITY OF PROJECT PERSONNEL (MAXIMUM 20 POINTS)

1. THE EXTENT TO WHICH THE APPLICANT ENCOURAGES APPLICATIONS FOR EMPLOYMENT FROM PERSONS WHO ARE MEMBERS OF GROUPS THAT HAVE TRADITIONALLY BEEN UNDERREPRESENTED BASED ON RACE, COLOR, NATIONAL ORIGIN, GENDER, AGE, OR DISABILITY. (UP TO 7 POINTS).

2. THE QUALIFICATIONS, INCLUDING RELEVANT TRAINING AND EXPERIENCE, OF THE PROJECT DIRECTOR OR PRINCIPAL INVESTIGATOR. (UP TO 7 POINTS)

3. THE QUALIFICATIONS, INCLUDING RELEVANT TRAINING AND EXPERIENCE, OF KEY PERSONNEL. (UP TO 6 POINTS)

QUESTIONS TO CONSIDER – PROJECT PERSONNEL

- DOES THE PROPOSED PROJECT DIRECTOR HAVE EXPERIENCE OR SUBJECT MATTER EXPERTISE WORKING WITH THE TARGET POPULATION?
- HOW WILL THE PROJECT ENSURE EQUITY AND INCLUSION IN HIRING?
- DOES THE PROJECT DIRECTOR HAVE EXPERIENCE OR TRAINING MANAGING SIMILAR PROJECTS AND COLLABORATING WITH MULTIPLE PARTNERS?
- DO THE PROPOSED KEY PERSONNEL HAVE RELEVANT EXPERIENCE OR TRAINING WORKING WITH THE TARGET POPULATION OR PROVIDING SERVICES IN SIMILAR PROGRAMS OR PROJECTS?

SELECTION CRITERIA

D. <u>QUALITY OF THE MANAGEMENT PLAN</u> (UP TO 10 POINTS)

1. THE ADEQUACY OF THE MANAGEMENT PLAN TO ACHIEVE THE OBJECTIVES OF THE PROPOSED PROJECT ON TIME AND WITHIN BUDGET, INCLUDING CLEARLY DEFINED RESPONSIBILITIES, TIMELINES, AND MILESTONES FOR ACCOMPLISHING PROJECT TASKS. (UP TO 5 POINTS)

2. THE INCLUSION OF A DIVERSITY OF PERSPECTIVES IN THE OPERATION OF THE PROPOSED PROJECT INCLUDING THOSE OF PARENTS, TEACHERS, THE BUSINESS COMMUNITY, A VARIETY OF DISCIPLINARY AND PROFESSIONAL FIELDS, RECIPIENTS OR BENEFICIARIES OF SERVICES, OR OTHERS, AS APPROPRIATE . (UP TO 5 POINTS)

QUESTIONS TO CONSIDER – MANAGEMENT PLAN

- HOW WILL THE PROPOSED PROJECT BE MANAGED AND WHO WILL MANAGE THE VARIOUS COMPONENTS?
- HOW WILL YOU ENSURE THAT THE PROJECT IS ON SCHEDULE AND WITHIN BUDGET TO MEET THE IDENTIFIED GOALS AND OBJECTIVES OF THE PROJECT?
- HAVE SUFFICIENT STAFF AND TIME BEEN COMMITTED TO ENSURE THAT THE IDENTIFIED GOALS AND OBJECTIVES ARE MET?

SELECTION CRITERIA

E. **<u>QUALITY OF THE PROJECT EVALUATION</u> (MAXIMUM 10 POINTS)**

1. THE EXTENT TO WHICH THE GOALS, OBJECTIVES, AND OUTCOMES TO BE ACHIEVED BY THE PROPOSED PROJECT ARE CLEARLY SPECIFIED AND MEASURABLE. (UP TO 5 POINTS)

2. THE EXTENT TO WHICH THE METHODS OF EVALUATION ARE THOROUGH, FEASIBLE, AND APPROPRIATE TO THE GOALS, OBJECTIVES, AND OUTCOMES OF THE PROPOSED PROJECT. (UP TO 5 POINTS)

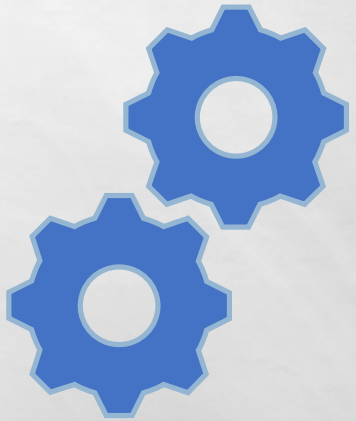
QUESTIONS TO CONSIDER – PROJECT EVALUATION

- WHAT METRICS WILL BE USED TO MEASURE PROGRESS AND ARE THEY CLEARLY ALIGNED TO THE GOALS OF THE PROJECT?
- ARE LONG- AND SHORT-TERM OBJECTIVES CLEAR AND MEASURABLE?
- HOW WILL THE EVALUATION BE USED TO INFORM CONTINUOUS IMPROVEMENT?

ADDRESSING THE PROJECT DESIGN: DEMONSTRATES A RATIONALE & THE LOGIC MODEL

COMPONENTS OF A PROGRAM LOGIC MODEL

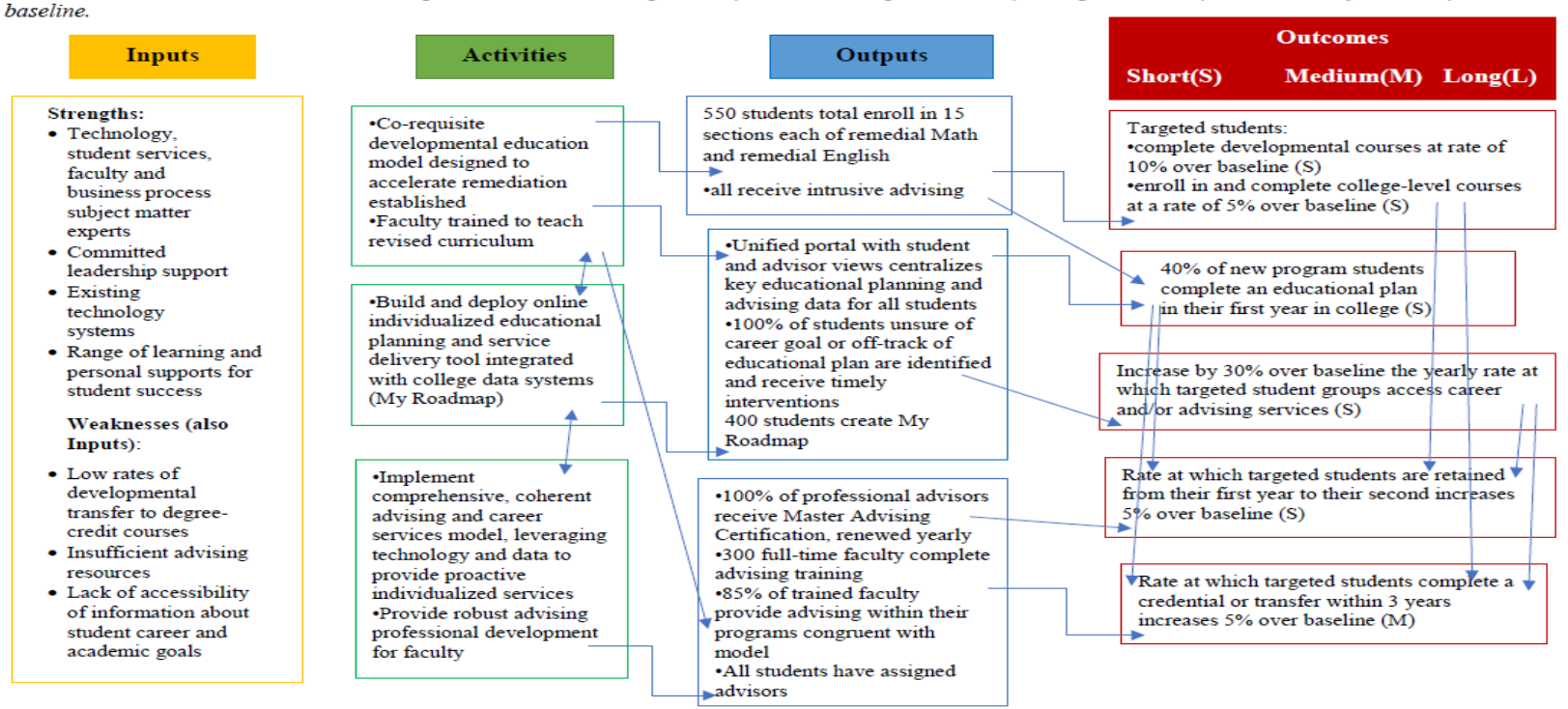
- ***RESOURCES***: MATERIALS TO IMPLEMENT THE PROGRAM
- ***ACTIVITIES:*** STEPS FOR PROGRAM IMPLEMENTATION
- ***OUTPUTS***: PRODUCTS OF THE PROGRAM
- ***IMPACTS ON OUTCOMES***: CHANGES IN PROGRAM PARTICIPANTS' KNOWLEDGE, BELIEFS, OR BEHAVIOR



SAMPLE LOGIC MODEL

Logic Model

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



Impacts:

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

NOTE: THE FEDERAL REGISTER IS THE OFFICIAL APPLICATION SUBMISSION GUIDE.
THIS WEBINAR PROVIDES TECHNICAL ASSISTANCE ONLY.

REGIONAL EDUCATIONAL LABORATORY (REL) RESOURCES ON LOGIC MODELS

- *LOGIC MODELS: A TOOL FOR EFFECTIVE PROGRAM PLANNING, COLLABORATION, AND MONITORING*
  HTTPS://IES.ED.GOV/NCEE/EDLABS/PROJECTS/PROJECT.ASP?PROJECTID=409
- *LOGIC MODELS: A TOOL FOR DESIGNING AND MONITORING PROGRAM EVALUATIONS*
  HTTPS://IES.ED.GOV/NCEE/EDLABS/PROJECTS/PROJECT.ASP?PROJECTID=404
- *LOGIC MODELS FOR PROGRAM DESIGN, IMPLEMENTATION, AND EVALUATION*: WORKSHOP TOOLKIT
  HTTPS://IES.ED.GOV/NCEE/EDLABS/PROJECTS/PROJECT.ASP?PROJECTID=401
- *EDUCATION LOGIC MODEL* APPLICATION FOR CREATING LOGIC MODELS:
  HTTPS://IES.ED.GOV/NCEE/EDLABS/REGIONS/PACIFIC/ELM.ASP

GPRA PERFORMANCE MEASURES

THE GPRA PERFORMANCE INDICATORS FOR THIS PROGRAM ARE:

1. PROJECT PARTICIPANTS ENROLLED IN THE POST SECONDARY EDUCATION PROGRAM.

2. NUMBER OF PROJECT PARTICIPANTS EARNING A CERTIFICATE, DEGREE, OR OTHER CREDENTIALS.

3. NUMBER OF PROJECT PARTICIPANTS ACTIVE IN PAID INTERNSHIPS, APPRENTICESHIPS, OR OTHER WORK EXPERIENCES.

PLANNING YOUR GRANT APPLICATION

- IDENTIFY GOALS FOR YOUR PROPOSED PROJECT AND THEIR FOCUS ON THE PROJECT RECIPIENTS.
- ANALYZE EVERY PROPOSED ACTIVITY TO ENSURE THAT IT IS ATTAINABLE, MEANINGFUL, AND MEASURABLE.
- CHOOSE METRICS AND EVALUATION METHODS THAT WILL PROVIDE YOU WITH ROBUST FEEDBACK TO MAKE CONTINUOUS IMPROVEMENTS TO THE PROJECT.

PLANNING YOUR GRANT APPLICATION

- BE REALISTIC AND STRAIGHTFORWARD ABOUT EVERY ASPECT OF YOUR PROJECT DESIGN.
- DESIGN ACTIVITIES AND SERVICES THAT ARE MANAGEABLE AND DIRECTLY ADDRESS YOUR IDENTIFIED CHALLENGES AND ISSUES.
- FORECAST AND CREATE AN IMPLEMENTATION AND MANAGEMENT PLAN THAT IS REALISTIC.

LOGISTICAL ADVICE

- MAKE SURE YOU ARE PROPERLY REGISTERED IN THE **GRANTS.GOV** SYSTEM: HTTPS://WWW.GRANTS.GOV/, YOUR AOR PROFILE IS CURRENT, AND YOU ARE APPLYING TO THE CORRECT GRANT OPPORTUNITY NUMBER.
- ENSURE THAT YOUR IHE'S **DUNS NUMBER** IS UP-TO-DATE AND ACTIVE IN SAM HTTPS://WWW.SAM.GOV/SAM/.
- BE AWARE THAT THE DUNS NUMBER WILL BE TRANSITIONING TO A **UNIQUE ENTITY IDENTIFIER (UEI)** IN APRIL 2022 (SEE HERE FOR MORE INFORMATION: HTTPS://WWW.GSA.GOV/ABOUT-US/ORGANIZATION/FEDERAL-ACQUISITION-SERVICE/OFFICE-OF-SYSTEMS-MANAGEMENT/INTEGRATED-AWARD-ENVIRONMENT-IAE/IAE-INFORMATION-KIT/UNIQUE-ENTITY-IDENTIFIER-UPDATE).
- **SUBMIT YOUR GRANT APPLICATION EARLY!**

PROGRAM CONTACTS

- JYMECE SEWARD| JYMECE.SEWARD@ED.GOV, 202-453-6138
- MARGARITA MELÉNDEZ | MARGARITA.MELENDEZ@ED.GOV, 202-260-3548
- PROGRAM WEBPAGE: HTTPS://WWW2.ED.GOV/PROGRAMS/GIYP/INDEX.HTML
- PROGRAM EMAIL: TGIY-HEP@ED.GOV

Q&A



THANK YOU!