U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education
Washington, DC 20202

Fiscal Year 2024

Application for Grants Under
Transitioning Gang-Involved Youth to Higher Education
CFDA # 84.116Y

Form Approved
OMB No. 1894-0006, Expiration Date: 06/30/2027

CLOSING DATE: September 30, 2024

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DEAR APPLICANT LETTER

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

August 1, 2024

Dear Applicant:

Thank you for your interest in the fiscal year (FY) 2024 Transitioning Gang-Involved Youth to Higher Education (TGIY) program. This grant competition is administered by the Office of Postsecondary Education of the U.S. Department of Education (Department). The purpose of this program, funded under the authority of the Fund for the Improvement of Postsecondary Education, is to increase postsecondary education access for gang-involved youth that will lead to certification or credentials.

Please note that the FY 2024 TGIY grant program competition includes two absolute priorities, two competitive priorities, and two invitational priorities. For additional information about these priorities, see the Notice Inviting Applications for New Awards (Notice) in this application package. The Notice published in the Federal Register is the official document describing the requirements for submitting a grant application.

The Department requires submission of grant applications through Grants.gov, an Internet-based electronic system. Applicants are encouraged to review the FY 2024 Competition Highlights found in this application package for an overview of additional important information. We recommend that you submit your application several days before the deadline date.

We appreciate your interest in the TGIY competition and look forward to receiving your application. If you have any questions or require additional information, please contact Jymece Seward, Competition Manager for the TGIY program at Jymece.Seward@ed.gov or 202-453-6138.

Sincerely,

/S/

Nasser H. Paydar
Assistant Secretary for Postsecondary Education

COMPETITION HIGHLIGHTS

1. **Transitioning Gang-Involved Youth to Higher Education Program FY 2024 applications must be submitted electronically using Grants.gov**. You are urged to acquaint yourself with the requirements of Grants.gov early as the registration procedures may require 5 or more days to complete. A more thorough discussion is included later in this application package. Grants.gov is accessible through its portal page at: **http://Grants.gov**. Electronic submission of applications is required unless you qualify for one of the exceptions to the electronic submission requirement that are included in the Notice.

If you think you may need an exception, you are urged to review the requirements promptly.

2. It is important to know that the Grants.gov site works differently from the Department's e-Application system, used in past Department competitions. Grants.gov does not allow applicants to "un-submit" applications. Therefore, if you discover that changes or additions are needed once your application has been accepted and validated by the Department, you must "re-submit" the application. You should know that if the Department receives duplicate applications, we will accept and process the application with the latest "date/time received" validation.

3. Please note that you must submit your application by 11:59:59 p.m. (Eastern Time) on or before the application deadline date of September 30, 2024. Late applications will not be accepted. **We recommend that you submit your application several days before the deadline.** The Department is required to enforce the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date and time.

4. Applicants are strongly encouraged to adhere to the page limit specified in the Application Narrative Instructions portion of the application. The Notice contains specific information governing recommended page limits and formatting instructions. We **strongly** recommend a 50-page limit that includes the applicant's responses to the priorities and the Selection Criteria.

5. All attachments must be in .PDF format. Other types of files will not be accepted. Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. It is important to note where you are saving the Grants.gov file on your computer. You will need to log on to Grants.gov to upload and submit the application (this is different from e-Application, where you may have previously worked online and saved data to the Department's database). You must provide the UEI number that was used when your organization registered with the System for Award Management (SAM).

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

Support Desk email: support@Grants.gov

Support Desk Telephone: (800) 518-4726
Contact Telephone Hours: 24 hours, 7 days a week, except Federal holidays
Online Web Site: http://Grants.gov

Also, refer to the "Submission Procedures and Tips for Applicants" section found in this application package.

You are reminded that the document published in the Notice is the official document, and that you should not rely upon any information that is inconsistent with the guidelines contained within the official document.

6. In the FY 2024 competition, the Department has established *two absolute priorities, two competitive preference priorities, and two invitational priorities* which are outlined below:

Absolute Priorities:

Absolute Priorities: For FY 2024 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3) we consider only applications that meet these priorities.

The priorities are:

Absolute Priority 1--Projects for Organizations to Work Directly with Gang-Involved Youth to Help Such Youth Pursue Higher Education Opportunities.

To meet this priority, an eligible applicant must demonstrate that the project will work directly with gang-involved youth to help such youth pursue higher education opportunities.

Absolute Priority 2--Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by addressing one or more of the following priority areas:

(a) Increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs, which may include strategies related to college preparation, awareness, application, selection, advising, counseling, and enrollment.

(b) Supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, career services, credit-bearing academic undergraduate courses focused on career, and programs to meet basic needs, such as housing, childcare and transportation, student financial aid, and access to technological devices.

(c) Increasing the number of individuals who return to the educational system and obtain a regular high school diploma, or its recognized equivalent for adult learners; enroll in and complete community college, college, or career and technical training; or obtain basic and

academic skills, including English language learning, that they need to succeed in college—including community college—as well as career and technical education and/or the workforce.

(d) Supporting evidence-based practices in career and technical education and ensuring equitable access to and successful completion of high-quality programs, credentials, or degrees.

(e) Supporting the development and implementation of evidence-based strategies to promote students' development of knowledge and skills necessary for success in the workplace and civic life.

(f) Providing secondary school students with access to career exploration and advising opportunities to help students make informed decisions about their postsecondary enrollment decisions and to place them on a career path.

Competitive Preference Priorities:

Competitive Preference Priorities: For FY 2024 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i), we award up to an additional 8 points to an application, depending on how well the application meets Competitive Preference Priority 1; and up to an additional 5 points to an application, depending on how well the application meets Competitive Preference Priority 2. Applicants may address one, both, or neither of these competitive preference priorities

These priorities are:

Competitive Preference Priority 1--Meeting Student Social, Emotional, and Academic Needs (up to 8 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through one or more of the following priority areas:

(a) Creating a positive, inclusive, and identity-safe climate at institutions of higher education through one or both of the following activities:

(1) Fostering a sense of belonging and inclusion for underserved students. (up to 2 points)

(2) Implementing evidence-based practices for advancing student success for underserved students. (up to 2 points); and/or

(b) Fostering partnerships, including across government agencies (e.g., housing, human services, employment agencies), local educational agencies, community-based organizations, adult learning providers, and postsecondary education institutions, to provide comprehensive services to students and families that support students' social, emotional, mental health, and

academic needs, and that are inclusive with regard to race, ethnicity, culture, language, and disability status. (up to 4 points)

Competitive Preference Priority 2--Strengthening Cross-Agency Coordination and Community Engagement To Advance Systemic Change (up to 5 points).

Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students by coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address one or more of the following:

(a) Justice policy. (up to 1 point)

(b) College readiness. (up to 2 points)

(c) Workforce development. (up to 2 points)

Invitational Priorities:

Invitational Priorities: For FY 2024 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are invitational priorities. Under 34 CFR 75.105(c)(1), we do not give an application that meets these invitational priorities a competitive or absolute preference over other applications.

These priorities are:

Invitational Priority 1--Projects Targeted for Justice-Involved Youth.

Projects that are designed to specifically work with gang-involved youth who are justice involved, including formerly incarcerated individuals and/or individuals who have been placed on probation, are being held pre-trial, are subject to diversion, or are subject to other alternative criminal sanctions. These projects should be designed to support the reintegration of, and improve long-term outcomes for, youth and adults after justice system involvement by linking these individuals to appropriate educational opportunities and academic support, vocational rehabilitation, or workforce training programs.

Invitational Priority 2--Organizations with a Correctional Education Program, Second Chance Pell Program, or Prison Education Program.

Projects proposed by entities with prior experience effectively working directly with confined or incarcerated individuals to help such individuals pursue educational opportunities, including prison education programs, Second Chance Pell Programs, and programs that provide or support education in correctional facilities but do not access Federal Pell grants (correctional education programs).

For the purpose of this invitational priority--

Confined or incarcerated individual means an individual who is serving a criminal sentence in a Federal, State, or local penitentiary, prison, jail, reformatory, work farm, juvenile justice facility, or other similar correctional facility. An individual is not considered confined or incarcerated if that individual is subject to or serving an involuntary civil commitment, in a halfway house or home detention, or sentenced to serve only weekends.

Prison education program means a program operated by a public, nonprofit, or vocational institution and approved for operation by a correctional entity, an accreditor, and the Department of Education, in which a confined or incarcerated individual receives Pell Grant funds to pay for postsecondary education. A confined or incarcerated individual includes any student who is serving a criminal sentence in a Federal, State, or local penitentiary, prison, jail, reformatory, work farm, juvenile justice facility, or other similar correctional institution.

Second Chance Pell Program means a program operated under the Experimental Sites Initiative that provides need-based Pell Grants to incarcerated individuals to allow them to participate in eligible postsecondary programs.

7. As you develop your proposal, we ask you to carefully consider the specific content that you will provide in the Project Narrative in the application. This part of the application must address the selection criteria as listed in this application package and the Notice.

8. The grant duration is up to 36 months.

9. All applicants must provide a one-page abstract. Upload a one-page abstract as a PDF document. The abstract provides a concise description of the proposed project objectives, activities, and intended outcomes. Complete instructions for submitting the abstract are included in the "Instructions for Completing the Application Package" section of this application. The abstract must be uploaded into the **ED Abstract Form** in Grants.gov. Abstracts of funded applications will be published on the Department website.

10. Information on the Transitioning Gang-Involved Youth to Higher Education grant program is accessible at the Department's website at: http://www2.ed.gov/about/offices/list/ope/fipse/index.html.

SUPPLEMENTAL INFORMATION

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

1. Estimated Funding

- Estimated Available Funds: $2,970,000
- Estimated Range of Awards: $900,000 – $990,000
- Estimated Average Size of Awards: $950,000
- Maximum Amount of Award: $990,000
- Estimated Number of New Awards: 3

The Department is not bound by these estimates.

2. Intergovernmental Review of Federal Programs

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

3. Length of New Award

Applicants may apply for up to three years (36 months) of funding.

4. Transitioning Gang-Involved Youth to Higher Education Grant Program Assurances

All applications must comply with the Transitioning Gang-Involved Youth to Higher Education Grant Program statutory and regulatory requirements. The assurances are included in the application package and must be signed by a certifying official in Grants.gov. By submitting a Transitioning Gang-Involved Youth to Higher Education application, an applicant certifies that it has read the assurances and will fully comply with the requirements.

5. Evaluation of Applications for Awards

A panel of three non-federal reviewers will review each application in accordance with the selection criteria. Each reviewer will prepare a written evaluation of the information presented in the project narrative section of the application.

All applications for grants under the Transitioning Gang-Involved Youth to Higher Education Grant Program will be evaluated as new submissions according to the selection criteria published in the Notice.

6. Selection Criteria

The selection criteria from 34 CFR 75.210 are used to evaluate applications.

7. Applicant Funding

Applicants should pay close attention to the "Maximum Award" section of the Notice. The Department will reduce the amount to the maximum allowed of any application that proposes a budget exceeding the maximum amount specified for the specific project type as indicated in the Notice.

8. Selection of Grantees

The Secretary will select applications for funding in rank order, according to the average score received from the peer review. If the Secretary has insufficient funding to award multiple applications with the same score, the Department will apply the following procedure to determine which application or applications will receive an award:

First Tiebreaker: The first tiebreaker will be application(s) that propose to serve geographic areas that have been previously underserved by this program.

Second Tiebreaker: The second tiebreaker will be the highest average score for the selection criterion "Quality of Project Design."

The Department's Office of Legislation and Congressional Affairs will inform Congress regarding applications approved for new Transitioning Gang-Involved Youth to Higher Education program grants. Successful applicants will receive award notices by e-mail shortly after Congress is notified. No funding information will be released before Congress is notified.

9. Notice to Unsuccessful Applicants

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

10. Performance Report Requirements

If you receive a new grant award in FY 2024, you will be required during the funding cycle to submit annual and final performance reports.

11. Contact Information

Jymece V. Seward
Education Program Specialist
Institutional Service
Office of Postsecondary Education
U.S. Department of Education
400 Maryland Avenue, S.W.
HQ-LBJ-5C113
Washington, D.C. 20202
Telephone: (202) 453-6138
Email: Jymece.Seward@ed.gov

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

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

GRANTS.GOV SUBMISSION PROCEDURES AND TIPS FOR APPLICANTS

Revised 3/2024

IMPORTANT – PLEASE READ FIRST

U.S. Department of Education

Grants.gov Submission Procedures and Tips for Applicants

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the U.S. Department of Education (Department).

Browser Support

The latest versions of Microsoft Internet Explorer (IE), Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues. Grants.gov no longer provides support for Microsoft Internet Explorer 9 or below.

For additional information or updates, please see the Grants.gov Browser information in the Applicant FAQs: https://www.grants.gov/applicants/applicant-faqs#browser.

ATTENTION – Workspace, Adobe Forms and PDF Files

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application. For each funding opportunity announcement (FOA), you can create individual instances of a workspace.

Below is an overview of applying on Grants.gov. For access to complete instructions on how to apply for opportunities, refer to: https://www.grants.gov/applicants/workspace-overview.html.

1) Create a Workspace: Creating a workspace allows you to complete it online and route it through your organization for review before submitting.
2) Complete a Workspace: Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.
    a. Adobe Reader: If you decide not to apply by filling out web forms you can download individual PDF forms to upload in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drives, then accessed through Adobe Reader.

NOTE: Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at: https://www.grants.gov/applicants/adobe-software-compatibility.html.

   b. Mandatory Fields in Forms: In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.
   c. Complete SF-424 Fields First: The forms are designed to fill in common required fields across other forms, such as the applicant name, address, and Unique Entity Identifier (UEI) Number. Once it is completed, the information will transfer to the other forms.

3) Submit a Workspace: An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application package at least 24-48 hours prior to the close date to provide you with time to correct any potential technical issues that may disrupt the application submission.
4) Track a Workspace Submission: After successfully submitting a workspace application, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

For additional training resources, including video tutorials, refer to https://www.grants.gov/applicants/applicant-training.html.

Helpful Reminders

1) **REGISTER EARLY** – Grants.gov registration involves many steps including registration on the System for Award Management (SAM.gov), which usually takes approximately 7 to 10 business days, but can take longer depending on the completeness and accuracy of the data entered into the SAM.gov database by an applicant. You may begin working on your application while completing the registration process, but you cannot submit until all of the Registration Steps are complete.

NOTE: It will take 24-48 hours once your SAM.gov registration is active before the information becomes available in Grants.gov, and you can submit an application through Grants.gov. For detailed information on the Registration Steps, please go to: https://www.grants.gov/applicants/applicant-registration. Please note that your organization will need to update its SAM.gov registration annually.

To register in SAM.gov, click on the "Get Started" link under the "Register Your Entity…" heading in SAM.gov. Grantees, and other entities wanting to do business with the U.S. Department of Education (e.g., entities applying for a grant), that are not already registered in SAM.gov must complete the "Register Entity" registration option and NOT the "Get a Unique Entity ID" option. The "Get a Unique Entity ID" option, which is not a full registration, is only available to entities for reporting purposes. Failing to complete the "Register Entity" option may result in loss of funding, loss of applicant eligibility, and/or delays in receiving a grant award.

Information about SAM.gov is available at www.SAM.gov. To further assist you with registering in SAM.gov or updating your existing SAM.gov registration, see the Quick Start

Guide for Grant Registrations and the Entity Registration Video at https://sam.gov/content/entity-registration.

2) **SUBMIT EARLY – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded. The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.**

You must provide the UEI on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This UEI is assigned to your organization in SAM.gov at the time your organization registers in SAM.gov. If you do not enter the UEI assigned by SAM.gov on your application, Grants.gov will reject your application.

3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 11:59:59 p.m. Eastern Time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once the Department receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov's Track My Application link.

If the date/time received is later than 11:59:59 p.m. Eastern Time, on the deadline date, your application is late. If your application has a status of "Received" it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: https://www.grants.gov/applicants/encountering-error-messages.html. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at: https://www.grants.gov/applicants/adobe-software-compatibility.html. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e- mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

4) **SUBMISSION PROBLEMS**

a) If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants.

b) The Department discourages paper applications, but if electronic submission is not possible (e.g., you do not have access to the internet), (1) you must provide a prior written notification that you intend to submit a paper application and (2) your paper application must be postmarked by the application deadline date. Your prior written

notification may be submitted by email or by mail to the person listed in the FOR FURTHER INFORMATION CONTACT section of the competition Notice. If you submit your notification by email, it must be received by the Department no later than 14 calendar days before the application deadline date. If you mail your notification to the Department, it must be postmarked no later than 14 calendar days before the application deadline date. (Refer to the Notice for detailed instructions)

Helpful Hints When Working with Grants.gov

Please go to https://www.grants.gov/support for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this Grants.gov link: https://www.grants.gov/applicants/applicant-faqs.html as well as additional information on Workspace at https://www.grants.gov/applicants/applicant-faqs#workspace.

Slow Internet Connections

When using a slow internet connection, such as a dial-up connection, to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g., cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. Failure to fully upload an application by the deadline date and time will result in your application being marked late in the G5 system. **If you do not have access to a high-speed internet connection, you may want to consider following the instructions in the Federal Register Notice to obtain an exception to the electronic submission requirement no later than 14 calendar days before the application deadline date.** (See the Notice for detailed instructions)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

- When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in either Portable Document Format (PDF) or Microsoft Word. Although applicants have the option of uploading any narrative sections and all other attachments to their application in either PDF or Microsoft Word, we **recommend** applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.
- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at

sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.

- Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.

APPLICATION TRANSMITTAL INSTRUCTIONS

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

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the Grants.gov website (http://www.grants.gov) by 11:59:59 p.m. (Eastern Time) on or before the closing date.

If you submit your application through the Internet via the Grants.gov website, you will receive an automatic acknowledgement when we receive your application.

For more information on using Grants.gov, please refer to the Federal Register Notice or visit http://www.grants.gov.

Other Submission Instructions

For detailed instructions on applications sent by mail or delivery, please review the Common Instructions for Applicants to Department of Education Discretionary Grant Programs Notice, published in the Federal Register on December 7, 2022 (87 FR 75045), and available at: www.federalregister.gov/d/2022-26554.

Late Applications

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

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Transitioning Gang-Involved Youth to Higher Education Program

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications (NIA) for fiscal year (FY) 2024 for the Transitioning Gang-Involved Youth to Higher Education Program.

DATES:

Applications Available: August 1, 2024.

Deadline for Transmittal of Applications: September 30, 2024.

Deadline for Intergovernmental Review: November 29, 2024.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045), and available at https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs.

FOR FURTHER INFORMATION CONTACT: Jymece Seward, U.S. Department of Education, 400 Maryland Avenue, SW, Room 5C113, Washington, DC 20202-4260. Telephone: 202-453-6138. Email: Jymece.Seward@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the Transitioning Gang-Involved Youth to Higher Education (TGIY) Program is to provide a funding opportunity for organizations that work directly with gang-involved youth to help such youth pursue higher education opportunities that will lead to certification or credentials.

Assistance Listing Number: 84.116Y.

OMB Control Number: 1894-0006.

Background: In today's economy, 67 percent of U.S. jobs require a postsecondary credential, and by 2031, this percentage is projected to grow to 71 percent. A report by the Alliance for Excellent Education concluded that increasing the number of students who graduate from high school and complete a postsecondary degree would create significant benefits for individuals, communities, States, and the country as a whole,

including increases in lifetime earnings and tax revenues, lower unemployment rates, and decreased crime and incarceration rates. According to the latest data from the National Youth Gang Survey, in 2012, there were 850,000 gang members in the United States. And, gang members are overrepresented among incarcerated populations in the United States. One study found that 47 percent of [incarcerated] juveniles belong to a gang. Gang involved youth are 30% less likely to complete high school and 58% less likely to earn a four-year degree compared with their non-gang peers. For individuals who were previously incarcerated, those who enroll in postsecondary education programs were found to be 48 percent less likely to be reincarcerated than those who do not.

For students who are coming out of confinement or incarceration, sustaining engagement in a two-year or four-year college course of study can be challenging as many of these students do not have the educational and family supports traditionally associated with college success and require support to navigate a college path. Effective advising can play a central role in helping students navigate complicated systems and processes that are critical to postsecondary success. There is evidence that implementing comprehensive, integrated advising models; building guided pathways to academic success; integrating wraparound services into holistic advising; and guiding students to career

success beyond completion are strategies that can lead to increased retention and completion rates for students.

In order to support gang-involved youth to pursue higher education opportunities, this competition includes two absolute priorities--the first is for projects that work directly with gang-involved youth to help such youth pursue higher education opportunities and the second is to support projects that are designed to increase postsecondary education access, affordability, completion, and success--and two competitive preference priorities focused on providing wraparound student support services and cross-agency coordination. Projects must serve gang-involved youth (as defined in this notice). Recognizing the unique experiences and perspectives of organizations working with this student population, this competition also includes two invitational priorities--one to support projects that are designed to specifically work with gang-involved youth who are justice involved and one to support projects proposed by organizations that have effectively worked with correctional education programs, Second Chance Pell Programs, or Prison Education Programs.

Priorities: This notice contains two absolute priorities, two competitive preference priorities, and two invitational priorities. The first absolute priority is from the notice of final priority and definition for this program published elsewhere in this issue of the Federal Register (2024 NFP). The

second absolute priority and the competitive preference priorities are from the Secretary's Supplemental Priorities and Definitions for Discretionary Grant Programs, published in the Federal Register on December 10, 2021 (86 FR 70612) (Supplemental Priorities).

Absolute Priorities: For FY 2024 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3) we consider only applications that meet these priorities.

The priorities are:

Absolute Priority 1--Projects for Organizations to Work Directly with Gang-Involved Youth to Help Such Youth Pursue Higher Education Opportunities.

To meet this priority, an eligible applicant must demonstrate that the project will work directly with gang-involved youth to help such youth pursue higher education opportunities.

Absolute Priority 2--Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by addressing one or more of the following priority areas:

(a) Increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs,

which may include strategies related to college preparation, awareness, application, selection, advising, counseling, and enrollment.

(b) Supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, career services, credit-bearing academic undergraduate courses focused on career, and programs to meet basic needs, such as housing, childcare and transportation, student financial aid, and access to technological devices.

(c) Increasing the number of individuals who return to the educational system and obtain a regular high school diploma, or its recognized equivalent for adult learners; enroll in and complete community college, college, or career and technical training; or obtain basic and academic skills, including English language learning, that they need to succeed in college—including community college—as well as career and technical education and/or the workforce.

(d) Supporting evidence-based practices in career and technical education and ensuring equitable access to and successful completion of high-quality programs, credentials, or degrees.

(e) Supporting the development and implementation of evidence-based strategies to promote students' development of knowledge

and skills necessary for success in the workplace and civic life.

(f) Providing secondary school students with access to career exploration and advising opportunities to help students make informed decisions about their postsecondary enrollment decisions and to place them on a career path.

Competitive Preference Priorities: For FY 2024 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i), we award up to an additional 8 points to an application, depending on how well the application meets Competitive Preference Priority 1; and up to an additional 5 points to an application, depending on how well the application meets Competitive Preference Priority 2. Applicants may address one, both, or neither of these competitive preference priorities These priorities are:

Competitive Preference Priority 1--Meeting Student Social, Emotional, and Academic Needs (up to 8 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through one or more of the following priority areas:

(a) Creating a positive, inclusive, and identity-safe climate at institutions of higher education through one or both of the following activities:

(1) Fostering a sense of belonging and inclusion for underserved students. (up to 2 points)

(2) Implementing evidence-based practices for advancing student success for underserved students. (up to 2 points); and/or

(b) Fostering partnerships, including across government agencies (e.g., housing, human services, employment agencies), local educational agencies, community-based organizations, adult learning providers, and postsecondary education institutions, to provide comprehensive services to students and families that support students' social, emotional, mental health, and academic needs, and that are inclusive with regard to race, ethnicity, culture, language, and disability status. (up to 4 points)

Competitive Preference Priority 2--Strengthening Cross-Agency Coordination and Community Engagement To Advance Systemic Change (up to 5 points).

Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students by coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address one or more of the following:

(a) Justice policy. (up to 1 point)

(b) College readiness. (up to 2 points)

(c) Workforce development. (up to 2 points)

Invitational Priorities: For FY 2024 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are invitational priorities. Under 34 CFR 75.105(c)(1), we do not give an application that meets these invitational priorities a competitive or absolute preference over other applications.

These priorities are:

Invitational Priority 1—-Projects Targeted for Justice-Involved Youth.

Projects that are designed to specifically work with gang-involved youth who are justice involved, including formerly incarcerated individuals and/or individuals who have been placed on probation, are being held pre-trial, are subject to diversion, or are subject to other alternative criminal sanctions. These projects should be designed to support the reintegration of, and improve long-term outcomes for, youth and adults after justice system involvement by linking these individuals to appropriate educational opportunities and academic support, vocational rehabilitation, or workforce training programs.

Invitational Priority 2--Organizations with a Correctional Education Program, Second Chance Pell Program, or Prison Education Program.

Projects proposed by entities with prior experience effectively working directly with confined or incarcerated individuals to help such individuals pursue educational opportunities, including prison education programs, Second Chance Pell Programs, and programs that provide or support education in correctional facilities but do not access Federal Pell grants (correctional education programs).

For the purpose of this invitational priority--

Confined or incarcerated individual means an individual who is serving a criminal sentence in a Federal, State, or local penitentiary, prison, jail, reformatory, work farm, juvenile justice facility, or other similar correctional facility. An individual is not considered confined or incarcerated if that individual is subject to or serving an involuntary civil commitment, in a halfway house or home detention, or sentenced to serve only weekends.

Prison education program means a program operated by a public, nonprofit, or vocational institution and approved for operation by a correctional entity, an accreditor, and the Department of Education, in which a confined or incarcerated individual receives Pell Grant funds to pay for postsecondary education. A confined or incarcerated individual includes any student who is serving a criminal sentence in a Federal, State, or local penitentiary, prison, jail, reformatory, work farm, juvenile justice facility, or other similar correctional institution.

Second Chance Pell Program means a program operated under the Experimental Sites Initiative that provides need-based Pell Grants to incarcerated individuals to allow them to participate in eligible postsecondary programs.

Definitions: For FY 2024 and any subsequent year in which we make awards from the list of unfunded applications from this competition, the following definitions apply to the priorities and selection criteria in this notice. The definition of "gang-involved youth" is from the 2024 NFP. The definition of "underserved student" is from the Supplemental Priorities. The remaining definitions are from 34 CFR 77.1.

Demonstrates a rationale means a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.

Evidence-based means the proposed project component is supported by evidence that demonstrates a rationale.

Experimental study means a study that is designed to compare outcomes between two groups of individuals (such as students) that are otherwise equivalent except for their assignment to either a treatment group receiving a project component or a control group that does not. Randomized controlled trials, regression discontinuity design studies, and single-case design studies are the specific types of experimental studies that, depending on their design and implementation (e.g., sample

attrition in randomized controlled trials and regression discontinuity design studies), can meet What Works Clearinghouse (WWC) standards without reservations as described in the WWC Handbooks:

(i) A randomized controlled trial employs random assignment of, for example, students, teachers, classrooms, or schools to receive the project component being evaluated (the treatment group) or not to receive the project component (the control group).

(ii) A regression discontinuity design study assigns the project component being evaluated using a measured variable (e.g., assigning students reading below a cutoff score to tutoring or developmental education classes) and controls for that variable in the analysis of outcomes.

(iii) A single-case design study uses observations of a single case (e.g., a student eligible for a behavioral intervention) over time in the absence and presence of a controlled treatment manipulation to determine whether the outcome is systematically related to the treatment.

Gang-involved youth means an individual, between the ages 14 and 24, who is or was involved in a group that meets the following criteria: the group has three or more members who share an identity, typically linked to a name and often other symbols; members view themselves as a gang and are recognized by others as a gang; the group has some permanence and a degree of

organization; and the group is involved in an elevated level of criminal activity.

Logic model (also referred to as theory of action) means a framework that identifies key project components of the proposed project (i.e., the active "ingredients" that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.

Note: In developing logic models, applicants may want to use resources such as the Regional Educational Laboratory Program's Education Logic Model Application at https://ies.ed.gov/ncee/rel/Products/Region/pacific/Resource/100677.

Performance measure means any quantitative indicator, statistic, or metric used to gauge program or project performance.

Performance target means a level of performance that an applicant would seek to meet during the course of a project or as a result of a project.

Project component means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual project component or to a combination of project components (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers).

Promising evidence means that there is evidence of the effectiveness of a key project component in improving a relevant outcome, based on a relevant finding from one of the following:

(i) A practice guide prepared by What Works Clearinghouse (WWC) reporting a "strong evidence base" or "moderate evidence base" for the corresponding practice guide recommendation;

(ii) An intervention report prepared by the WWC reporting a "positive effect" or "potentially positive effect" on a relevant outcome with no reporting of a "negative effect" or "potentially negative effect" on a relevant outcome; or

(iii) A single study assessed by the Department, as appropriate, that—

(A) Is an experimental study, a quasi-experimental design study, or a well-designed and well-implemented correlational study with statistical controls for selection bias (e.g., a study using regression methods to account for differences between a treatment group and a comparison group); and

(B) Includes at least one statistically significant and positive (i.e., favorable) effect on a relevant outcome.

Quasi-experimental design study means a study using a design that attempts to approximate an experimental study by identifying a comparison group that is similar to the treatment group in important respects. This type of study, depending on design and implementation (e.g., establishment of baseline equivalence of the groups being compared), can meet WWC

standards with reservations, but cannot meet WWC standards without reservations, as described in the WWC Handbooks.

Relevant outcome means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.

Underserved student means a student (which may include students in postsecondary education or career and technical education, and adult learners, as appropriate) in the following subgroup: A student impacted by the justice system, including a formerly incarcerated student.

What Works Clearinghouse (WWC) Handbooks (WWC Handbooks) means the standards and procedures set forth in the WWC Standards Handbook, Versions 4.0 or 4.1, and WWC Procedures Handbook, Versions 4.0 or 4.1, or in the WWC Procedures and Standards Handbook, Version 3.0 or Version 2.1 (all incorporated by reference, see § 77.2). Study findings eligible for review under WWC standards can meet WWC standards without reservations, meet WWC standards with reservations, or not meet WWC standards. WWC practice guides and intervention reports include findings from systematic reviews of evidence as described in the WWC Handbooks documentation.

Note: The What Works Clearinghouse Procedures and Standards Handbook (Version 4.1), as well as the more recent What Works Clearinghouse Handbook released in August 2022 (Version 5.0), are available at https://ies.ed.gov/ncee/ wwc/Handbooks.

Program Authority: 20 U.S.C. 1138-1138d; Explanatory Statement accompanying Division D of the Further Consolidated Appropriations Act, 2024 (Pub. L. 118-47).

Note: Projects will be awarded and must be operated in a manner consistent with the nondiscrimination requirements contained in Federal civil rights laws.

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Guidance for Federal Financial Assistance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The Supplemental Priorities. (e) The 2024 NFP.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

Note: The Department will implement the provisions included in the OMB final rule, OMB Guidance for Federal Financial Assistance, which amends 2 CFR parts 25, 170, 175, 176, 180, 182, 183, 184, and 200, on October 1, 2024. Grant applicants that anticipate a performance period start date on or after October 1, 2024 should follow the provisions stated in the OMB Guidance for Federal Financial Assistance (89 FR 30046, April

22, 2024) when preparing an application. For more information about these updated regulations please visit: https://www.cfo.gov/resources/uniform-guidance/.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: $2,970,000.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in subsequent years from the list of unfunded applications from this competition.

Estimated Range of Awards: $900,000 to $990,000.

Estimated Average Size of Awards: $950,000.

Maximum Award: We will not make an award exceeding $990,000 for a single budget period of 36 months.

Estimated Number of Awards: 3.

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

Project Period: Up to 36 months.

III. Eligibility Information

1. Eligible Applicants: Eligible applicants are institutions of higher education (IHEs) (as defined in section 101 of the Higher Education Act of 1965, as amended (20 U.S.C. 1001)) that are public or private nonprofit IHEs, and public and private nonprofit organizations and agencies that partner with IHEs.

Note: If you are a nonprofit organization, under 34 CFR 75.51, you may demonstrate your nonprofit status by providing: (1)

proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code; (2) a statement from a State taxing body or the State attorney general certifying that the organization is a nonprofit organization operating within the State and that no part of its net earnings may lawfully benefit any private shareholder or individual; (3) a certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or (4) any item described above if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.

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

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

c. Administrative Cost Limitation: This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to Cost Principles described in 2 CFR part 200 subpart E of the Uniform Guidance.

3. Subgrantees: Under 34 CFR 75.708(b) and (c), a grantee under this competition may award subgrants--to directly carry out project activities--to entities listed in the grant application.

IV. Application and Submission Information

1. Application Submission Instructions: Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045), and available at www.federalregister.gov/d/2022-26554, which contain requirements and information on how to submit an application.

2. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

3. Funding Restrictions: We specify unallowable costs in 34 CFR 606.10(c). We reference additional regulations in the Applicable Regulations section of this notice.

4. Recommended Page Limit: The application narrative is where you, the applicant, address the selection criteria and priorities that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to no more than 50 pages and (2) use the following standards:

• A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.

• Double-space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions as well as all text in charts, tables, figures, and graphs.

• Use a font that is either 12 point or larger, and no smaller than 10 pitch (characters per inch).

• Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit applies to the Project Narrative, which is your complete response to the selection criteria and the priorities. However, the page limit does not apply to the Application for Federal Assistance form (SF-424); the ED SF-424 Supplement form; the Budget Information – Non-Construction Program form (ED 524); the assurances and certifications; or the one-page abstract, the program profile form, and supporting budget narrative.

V. Application Review Information

1. Selection Criteria: The following selection criteria for this program are from 34 CFR 75.210. Applicants should address each of the following selection criteria separately for each proposed activity. We will award up to 100 points to an application under the selection criteria and up to 13 additional points under the competitive preference priorities, for a total

score of up to 113 points. The maximum score for each criterion is noted in parentheses.

(a) Quality of the project design. (up to 20 points)

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

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

(b) Quality of project services. (up to 20 points)

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

In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services. (up to 5 points)

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

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

(c) Significance. (up to 20 points)

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

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies. (up to 10 points)

(2) The likelihood that the proposed project will result in system change or improvement. (up to 10 points)

(d) Quality of project personnel. (up to 20 points)

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been

underrepresented based on race, color, national origin, gender, age, or disability. (up to 8 points)

In addition, the Secretary considers the following factors:

(1) The qualifications, including relevant training and experience, of the project director or principal investigator. (up to 6 points)

(2) The qualifications, including relevant training and experience, of key project personnel. (up to 6 points)

(e) Quality of the management plan. (up to 10 points)

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

(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) How the applicant will ensure that a diversity of perspectives are brought to bear 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)

(f) Quality of the project evaluation. (up to 10 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality

of the evaluation, the Secretary considers the following factors:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (up to 3 points)

(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (up to 3 points)

(3) The extent to which the methods of evaluation will, if well implemented, produce promising evidence (as defined in this notice) about the project's effectiveness (up to 4 points).

Note: For the selection criterion "Quality of personnel" in paragraph (d), applicants are encouraged to include in their application that they are committed to paying their staff a living wage for the local area and providing benefits.

2. Review and Selection Process: We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the

applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

A panel of three non-Federal reviewers will review and score each application in accordance with the selection criteria in this notice, as well as the competitive preference priorities. A rank order funding slate will be made from this review, and awards will be made in rank order according to the average score received from the peer review. In the event there are two or more applications with the same final score, and there are insufficient funds to fully support each of these applications, the Department applies the following tiebreaking factors.

The first tiebreaker will be application(s) that propose to serve geographic areas that have been previously underserved by this program. If a tie remains, the second tiebreaker will be utilized. The second tiebreaker will be the highest average score for the selection criterion "Quality of Project Design."

3. Risk Assessment and Specific Conditions: Consistent with 2 CFR 200.206, before awarding grants under this competition the Department conducts a review of the risks posed

by applicants. Under 2 CFR 200.208, the Secretary may impose specific conditions and, under 2 CFR 3474.10, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

4. Integrity and Performance System: If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently $250,000), under 2 CFR 200.206(a)(2) we must make a judgment about your integrity, business ethics, and record of performance under Federal awards--that is, the risk posed by you as an applicant--before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through the System for Award Management. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that, if the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds $10,000,000, the reporting

requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually. Please review the requirements in 2 CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive exceed $10,000,000.

5. In General: In accordance with the Office of Management and Budget's guidance located at 2 CFR part 200, all applicable Federal laws, and relevant Executive guidance, the Department will review and consider applications for funding pursuant to this notice inviting applications in accordance with:

(a) Selecting recipients most likely to be successful in delivering results based on the program objectives through an objective process of evaluating Federal award applications (2 CFR 200.205);

(b) Prohibiting the purchase of certain telecommunication and video surveillance services or equipment in alignment with section 889 of the National Defense Authorization Act of 2019 (Pub. L. No. 115-232) (2 CFR 200.216);

(c) Providing a preference, to the extent permitted by law, to maximize use of goods, products, and materials produced in the United States (2 CFR 200.322); and

(d) Terminating agreements in whole or in part to the greatest extent authorized by law if an award no longer effectuates the program goals or agency priorities (2 CFR 200.340).

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Open Licensing Requirements: Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works. Additionally, a

grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. This dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements, please refer to 2 CFR 3474.20.

4. Reporting: (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

5. Performance Measures: For purposes of Department reporting under 34 CFR 75.110, the Department will use the following program-level performance measures to evaluate the success of the TGIY Program:

(a) Number and rate of project participants enrolled in a postsecondary education program.

(b) Number and rate of project participants, by the end of the grant period, earning a certificate, degree, or other credential.

(c) Number and rate of project participants active in internships, apprenticeships, or other work experiences.

These measures constitute the Department's indicators of success for this program. Consequently, we advise an applicant for an award under this program to give careful consideration to the operationalization of the measures in conceptualizing the approach and evaluation for its proposed project.

If funded, you will be required to collect and report data in your project's annual performance report (34 CFR 75.590).

6. Continuation Awards: In making a continuation award under 34 CFR 75.253, the Secretary considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application.

In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with

the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Other Information

Accessible Format: On request to the program contact person listed under FOR FURTHER INFORMATION CONTACT, individuals with disabilities can obtain this document and a copy of the application package in an accessible format. The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, compact disc, or other accessible format.

Electronic Access to This Document: The official version of this document is the document published in the Federal Register. You may access the official edition of the Federal Register and the Code of Federal Regulations at www.govinfo.gov. At this site you can view this document, as well as all other Department documents published in the Federal Register, in text or Portable Document Format (PDF). To use PDF, you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the Federal Register by using the article search feature at www.federalregister.gov. Specifically, through the advanced

search feature at this site, you can limit your search to documents published by the Department.

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Nasser Paydar,

Assistant Secretary for Postsecondary Education.

AUTHORIZING LEGISLATION AND REGULATIONS

Section 741 of the Higher Education Act, as amended (20 U.S.C. 1138-1138(d)) and the Explanatory Statement accompanying Division D of the Further Consolidated Appropriations Act, 2024 (Pub. L. 118-47)

Transitioning Gang-Involved Youth to Higher Education (Notice of Final Priorities, 2024 and the Explanatory Statement accompanying Division D of the Further Consolidated Appropriations Act, 2024 (Pub. L. 118-47))

(a) **PURPOSE**. The purpose of the Transitioning Gang-Involved Youth to Higher Education (TGIY) Program is to provide a funding opportunity for organizations that work directly with gang-involved youth to help such youth pursue higher education opportunities.

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Guidance for Federal Financial Assistance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The Supplemental Priorities. (e) The 2024 NFP. Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

SUPPLEMENTAL DEFINITIONS

Definitions: In accordance with the 2024 Notice of Final Priorities (89 FR 62656), the definition of Gang-involved youth is used.

Gang-involved youth means an individual, between the ages 14 and 24, who is or was involved in a group that meets the following criteria: the group has three or more members who share an identity, typically linked to a name and often other symbols; members view themselves as a gang and are recognized by others as a gang; the group has some permanence and a degree of organization; and the group is involved in an elevated level of criminal activity.

INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS: EXECUTIVE ORDER 12372

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism—or the distribution of responsibility between localities, States, and the Federal government—by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state. Further information about the State Single Point of Contact process and a list of names by State can be found at:

https://www.whitehouse.gov/wp-content/uploads/2023/06/SPOC-list-as-of-2023.pdf.

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the Notice to the following address: The Secretary, EO 12372—CFDA# 84.116Y, U.S. Department of Education, room 7E200, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 11:59:59 p.m. (Eastern Time) on the closing date indicated in the Notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. ***Do not send applications to the above address.***

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

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

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

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

INSTRUCTIONS FOR COMPLETING THE APPLICATION PACKAGE

The Transitioning Gang-Involved Youth to Higher Education application consists of the below sections. These sections are organized in the same manner that the submitted application should be organized. Remember to upload all forms and sections and follow carefully the Grants.gov application instructions. The sections are as follows:

424 Forms

- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Information form for SF 424 (Version 4)

U.S. Department of Education Budget Summary Forms:

- ED 524 (Section A and Section B)

The "**U.S. Department of Education Budget Information for Non-Construction Programs**" is where applicants provide budget information for Section A – Budget Summary U.S. Department of Education Funds and Section B – Budget Summary Non-Federal Funds. Applicants should include costs for all project years. Note: Section C – Budget Narrative should be included in the "Budget Narrative Attachment Form."

Disclosure of Lobbying Activities (SF-LLL)

GEPA Section 427 Form

ED Evidence Form

ED Abstract Form: Attach your one-page project abstract that will provide an overview of the proposed project.

Project Narrative Attachment Form: The project narrative should include narrative responses to the selection criteria and the priorities. Please include a Table of Contents as the first page of the application narrative. The recommended page limit for the project narrative is a total of 50 pages. The project narrative should be consecutively numbered.

Budget Narrative Attachment Form: The budget narrative should include a detailed line-item budget to justify costs are reasonable and necessary to accomplish the proposed project objectives.

Note: The selection criterion also requires a budget section that you will respond to as a part of your project narrative (selection criteria).

SELECTION CRITERIA & INSTRUCTIONS

Applicants will attach the project narrative to the **Project Narrative Attachment Form** as described in the instructions for completing the application package.

Page Limits: The project narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We have established recommended page limits for grant applications. **It is recommended to limit the section of the narrative that addresses the selection criteria and the priorities to no more than 50 pages.**

Note: Please include separate headings when responding to the Absolute Priorities, Competitive Preference Priorities, and Invitational Priorities.

The page limit does not apply to the Application for Federal Assistance (SF 424); the Department of Education Supplemental Information form (SF 424); Budget Information—Non-Construction Programs (ED Form 524); the assurances and certifications; or the cover sheet, one-page project abstract, program activity budget detail form and supporting narrative, resumes, or letters of support. However, the page limit does apply to all of the project narrative section, including the budget narrative of the selection criteria. You must include your complete response to the selection criteria in the project narrative.

Formatting Requirements: A "page" is 8.5″ x 11″, on one side only, with 1-inch margins at the top, bottom, and both sides. Double space (no more than three lines per vertical inch) all text in the application narrative, **including** titles, headings, footnotes, quotations, references, captions and all text in charts, tables, and graphs. Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. Use font size 12 or larger and no smaller than 10 pitch (characters per inch).

SELECTION CRITERIA

The Secretary evaluates an application on the basis of the broad criteria in § 34 CFR Part 75, sections 75.209(a) and 75.210 of the Education Department General Administrative Regulations (EDGAR). The Department will evaluate proposals using weighted selection criteria published in EDGAR § 34 CFR part 75 sections 75.210. The maximum score that any proposal may receive is 100 points for the selection criteria and 13 additional points for the optional competitive preference priorities.

To facilitate the review of the application, provide responses to the following six (6) EDGAR selection criteria in the following order:

1. Quality of Project Design (20 Points)
2. Quality of Project Services (20 Points)
3. Significance (20 Points)
4. Quality of Project Personnel (20 Points)
5. Quality of Management Plan (10 Points)
6. Quality of Project Evaluation (10 Points)

We suggest that you organize your proposal narrative according to the selection criteria. Each selection criterion is presented in bold type and followed by a discussion of how it applies to the Transitioning Gang-Involved Youth to Higher Education competition. The panelists who review the proposals use these criteria in assigning ratings to the applications, so it is in your interest to address each one explicitly. The overall rating assessment of a proposal is based on the extent to which it satisfactorily addresses all the selection criteria.

In the following sections, the Department references the EDGAR citations that govern each selection criterion; the Department provides specific evaluation measures that reflect the Transitioning Gang-Involved Youth to Higher Education Grant Program provisions; and the Department indicates the maximum point values that can accrue to each section and subsection. Applicants' responses to each criterion may require documentation that the applicant may place in the Appendix. Applications that omit documentation risk losing points.

Applications will be evaluated according to specific selection criteria identified below. Reviewers of your application will use these criteria to rate your proposal, and the overall assessment of your proposal will be based on the extent to which it satisfies the selection criteria. However you choose to organize your narrative, once it has been completed, make sure the information provided addresses each of these criteria.

(1) Quality of Project Design. (Maximum 20 points)

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

(1) The extent to which the proposed project demonstrates a rationale (as defined in the Notice). (up to 5 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 5 points)

(2) Quality of the Project Services. (Maximum 20 points)

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

In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services. (up to 5 points)

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

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

(3) Significance. (Maximum 20 points)

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

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies. (up to 10 points)

(2) The likelihood that the proposed project will result in system change or improvement. (up to 10 points)

(4) Quality of Project Personnel. (Maximum 20 points)

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (up to 8 points)

In addition, the Secretary considers the following factors:

(1) The qualifications, including relevant training and experience, of the project director or principal investigator. (up to 6 points)

(2) The qualifications, including relevant training and experience, of key project personnel. (up to 6 points)

Note: For the selection criterion "Quality of Project Personnel" in paragraph (d), applicants are encouraged to include in their application that they are committed to paying their staff a living wage for the local area and providing benefits.

(5) Quality of the Management Plan. (Maximum 10 points)

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

(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) How the applicant will ensure that a diversity of perspectives are brought to bear 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)

(6) Quality of the Project Evaluation. (Maximum 10 points)

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

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (up to 3 points)
(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (up to 3 points)
(3) The extent to which the methods of evaluation will, if well implemented, produce promising evidence (as defined in the Notice) about the project's effectiveness (up to 4 points).

Other Attachments

The Other Attachments Form is used to upload the application Appendix. The Appendix supports and supplements information in other parts of the application package. Several types of information may be included.

The Appendix may include only the following:

- Narrative summaries of the qualifications of key personnel (maximum 1-page each)
- Short position descriptions for staff to be hired or determined
- References cited in the proposal narrative (if applicable)

INSTRUCTIONS FOR STANDARD FORMS

To obtain instructions for standard forms included in this application package, please visit https://www2.ed.gov/fund/grant/apply/appforms/appforms.html.

INSTRUCTIONS FOR THE BUDGET SUMMARY AND ITEMIZED LINE-ITEM BUDGET

NOTE: Applicants must submit: (1) budget information that categorizes the requested funds (ED Form 524), **AND** (2) a detailed budget narrative for the 36-month budget period.

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

The budget narrative is to be included in the selection criteria under Adequacy of Resources to detail the support you are requesting, in your Project Narrative. A separate budget narrative attachment should include an itemized budget for your 36-month project period (which does not count toward the 50-page limit).

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

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

The Budget Information-Section A – Budget Summary – Non-Construction Programs (ED Form 524) and the Budget Narrative must include all costs that are allowable, reasonable and necessary for carrying out the objectives of the Transitioning Gang-Involved Youth to Higher Education Grant Program. Among the costs that may be supported with grant funds are:

1. **Name of Institution/Organization**: Enter the name of the applicant in the space provided.

2. **Personnel (line 1):** Enter project personnel salaries and wages only. Include fees and expenses for consultants on line 6.

3. **Fringe Benefits (line 2):** The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.

4. **Travel (line 3):** Indicate the travel costs of employees and participants only. Include travel of persons such as consultants on line 6.

5. **Equipment (line 4):** Indicate the cost of tangible, non-expendable personal property that has a usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or $5,000 per article. Lower limits may be established to maintain consistency with the applicant's policy.

6. **Supplies (line 5):** Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. Supplies purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project.

7. **Contractual (line 6):** The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.

8. **Construction (line 7):** Not applicable, leave blank.

9. **Other (line 8):** Indicate all direct costs not covered on lines 1-6. For example, include costs such as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. Do not include costs that are included in the indirect cost rate.

10. **Total Direct Costs (line 9):** The sum of lines 1-8.

11. **Indirect Costs (line 10):** Indicate the applicant's approved indirect cost rate, per sections 75.560 – 75.564 of EDGAR. If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to the Department for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to the Department's website at: https://www2.ed.gov/about/offices/list/ocfo/fipao/abouticg.html. In addition, a grantee, if it is eligible, may also use De Minimis rate as provided for under 2 CFR 200.414(f).

12. **Training Stipends (line 11):** If applicable

13. **Total Cost (line 12):** This should equal to sum of lines 9-11 (total direct costs + indirect + stipends). The sum for column one, labeled Project Year 1 (a), should also be equal to item 15a on the application cover sheet (SF Form 424).

GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

What is GPRA?

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

How has the Department of Education Responded to the GPRA Requirements?

As required by GPRA, the Department of Education has prepared a strategic plan for 2022-2026. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

Goal 1: Promote equity in student access to education resources, opportunities, and inclusive environments.

Goal 2: Support a diverse and talented educator workforce and professional growth to strengthen student learning.

Goal 3: Meet students' social, emotional, and academic needs.

Goal 4: Increase postsecondary value by focusing on equity-conscious strategies to address access to high quality institutions, affordability, completion, post enrollment success, and support for inclusive institutions.

Goal 5: Enhance the Department's internal capacity to optimize the delivery of its mission.

What are the performance indicators for this Program?

Goal 4: These performance indicators will be used to measure the success of the Transitioning Gang-Involved Youth to Higher Education Grant Program:

(a) Number and rate of project participants enrolled in a postsecondary education program.

(b) Number and rate of project participants, by the end of the grant period, earning a certificate, degree, or other credential.

(c) Number and rate of project participants active in internships, apprenticeships, or other work experiences.

How does the Department of Education determine whether performance goals have been met?

An applicant that receives a grant award will be required to submit annual progress reports and a final report as a condition of the award. The reports will document the extent to which project goals and objectives are met.

Information about the annual performance report data collection form can be viewed at HTTPS://HEPIS.ed.gov/.

APPLICATION CHECKLIST

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

☐ Application for Federal Assistance (SF 424)

☐ Department of Education Supplemental Information for SF 424 (Version 4)

☐ Department of Education Evidence Form

☐ Department of Education Budget Information Non-Construction Programs Form (ED 524)

☐ One-page Program Abstract (Use "ED Abstract Form")

☐ Project Narrative for the proposed grant (Use "Project Narrative Attachment Form")

- ☐ Selection Criteria
- ☐ Absolute Priorities
- ☐ Competitive Priorities
- ☐ Invitational Priorities

☐ Budget Narrative (Use "Budget Narrative Attachment Form")

☐ Other Attachments (Use "Other Attachments Form")

☐ Assurances and Certifications

- ☐ Grants.gov Lobbying Form (ED 80-0013)
- ☐ Disclosure of Lobbying Activities (SF-LLL)
- ☐ ED GEPA 427 Form **(Mandatory for this Competition)**

PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0006. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Section 741 of the Higher Education Act of 1965, as amended). If you have comments or concerns regarding the status of your individual submission of this application, please contact the Transitioning Gang-Involved Youth to Higher Education Grant Program, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202 directly. [Note: Please do not return the completed application to this address.]