

FY 2024
TRANSITIONING GANG-INVOLVED YOUTH TO HIGHER EDUCATION (TGIY)
PRE-APPLICATION WEBINAR



- **JYMECE SEWARD, PROGRAM LEAD & COMPETITION MANAGER**
 - **DR. STACEY SLIJEPCEVIC, HSI DIVISION DIRECTOR**

AGENDA

- ✓ Welcome
- ✓ Program Purpose
- ✓ FY 2024 Competition At A Glance
- ✓ Eligibility
- ✓ Priorities
- ✓ Selection Criteria
- ✓ The Logic Model
- ✓ Evidence Definitions
- ✓ EVIDENCE Form
- ✓ Performance Measures
- ✓ Reporting Requirements
- ✓ Planning Your Grant Application
- ✓ GEPA Section 427
- ✓ Q&A
- ✓ Resources
- ✓ Program Contact Information



DISCLAIMER

The Notice published in the Federal Register is the official application submission guide. This webinar provides technical assistance only.

GENERAL INFORMATION

- The Notice Inviting Applications (NIA) was published in the Federal Register on August 1, 2024, and closes on September 30, 2024, at 11:59 pm, ET.
- The application package can be downloaded from Grants.gov under the **Funding Opportunity Number: ED-GRANTS-080124-001.**
- Frequently Asked Questions (FAQs) have been posted on the TGIY Program page.

PROGRAM PURPOSE

The purpose of this 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.

FY 2024 COMPETITION AT A GLANCE

- Application Available: August 1, 2024
 - Application Deadline: September 30, 2024
 - Estimated Available funds: \$2,970,000
 - Maximum Award: \$990,000
 - Project Period: UP TO 36 months
 - Estimated Number of Awards: 3
 - **All funded awards will be frontloaded.**
- Priorities
 - 2 Absolute Priorities (required)
 - 2 Competitive Preference Priorities (optional)
 - 2 Invitational Priorities (optional)
 - This program uses an unrestricted indirect cost rate.



ELIGIBILITY

- Institutions of Higher Education (IHEs) as defined in section 101 of the Higher Education Act of 1965, as amended (HEA) (20 U.S.C. 1001), that are public or private.
- Public and private nonprofit organizations and agencies that partner with an IHE.

ABSOLUTE PRIORITY 1

PROJECTS FOR ORGANIZATIONS TO WORK DIRECTLY WITH GANG-INVOLVED YOUTH TO HELP SUCH YOUTH PURSUE HIGHER EDUCATION OPPORTUNITIES

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.



ABSOLUTE PRIORITY 2 (CONTINUED)

INCREASING POSTSECONDARY EDUCATION ACCESS, AFFORDABILITY, COMPLETION, AND POST-ENROLLMENT SUCCESS

- (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 PRIORITY #1

- **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

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 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).

SELECTION CRITERIA

Selection Criteria	Maximum Points
Quality of the Project Design	20
Quality of Project Services	20
Significance	20
Quality of Project Personnel	20
Quality of the Management Plan	10
Quality of the Project Evaluation	10
Total Maximum Score for Selection Criteria	100

SELECTION CRITERIA

- The selection criteria are the criteria against which the peer reviewers evaluate and score each application.
- The Department selects grantees based on peer reviewer scores, so clearly addressing the selection criteria is critical.
- Respond to each selection criteria and each sub-criteria in the appropriate section.
- The project narrative should be organized in labeled sections that correspond to and follow the order of the selection criteria.
- The maximum total score that any applicant may receive on the selection criteria is 100 points.



SELECTION CRITERIA

A. Quality of the 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:

- i. The extent to which the design of the proposed project demonstrates a rationale. **(Up to 5 points)**
- ii. 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)**
- iii. 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)**



QUESTIONS TO CONSIDER: PROJECT DESIGN

- What are the issues the proposal is attempting to address?
- How does the proposed project expand or strengthen the institution's capacity and ability to address the needs of the target population?
- Does the application identify clear goals, objectives, and outcomes to be achieved by the project? How do the objectives relate to the project goals and anticipated outcomes ? are they measurable?
- How will the project continue after the grant?
- If the project is successful, what improvements or systemic changes are expected?
- How do the issues, needs, and proposed activities relate to the purpose of the program and the targeted population?
- How will you use data to engage in continuous improvement?
- How will the applicant address the priorities?
- How would the project be presented using a logic model?



SELECTION CRITERIA

B. Quality of Project Services (Maximum of 20 points)

1. 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)**
2. In addition, the Secretary considers the following factors:
 - i. The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of these services. **(Up to 5 points)**
 - ii. The likely impact of the services to be provided by the proposed project on the intended recipients of those services. **(Up to 5 points)**
 - iii. 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)**

QUESTIONS TO CONSIDER: PROJECT SERVICES

- What are the services and what is the intended outcome/impact of those services?
- To what extent are services sufficient to address the unique needs of the target population?
- Is the institution considering new and proven service models that will ensure that the goals of the proposed services/project are achieved?
- What gains are expected as a result of the proposed services/project?



SELECTION CRITERIA

C. Significance (Maximum 20 points)

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

- i. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies. **(Up to 10 points)**
- ii. The likelihood that the proposed project will result in system change or improvement. **(Up to 10 points)**



QUESTIONS TO CONSIDER: SIGNIFICANCE

- How will the project help the grantee build upon existing effective strategies in the field?
- How will the project have an impact beyond the grantee or the community it serves?
- What mechanism will the project design to leverage successes and lessons learned to similar organizations or target populations?



SELECTION CRITERIA

D. Quality of Project Personnel (Maximum 20 points)

1. 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)**
2. In addition, the Secretary considers the following factors:
 - i. The qualifications, including relevant training and experience, of the Project Director or Principal Investigator. **(Up to 6 points)**
 - ii. The qualifications, including relevant training and experience, of key 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.



QUESTIONS TO CONSIDER: PROJECT PERSONNEL

- Does the proposed project director have experience or subject matter expertise working with the target population?
- How will the project ensure equity and inclusion in hiring?
- Does the project director have experience or training managing similar projects and collaborating with multiple partners?
- Do the proposed key personnel have relevant experience or training working with the target population or providing services in similar programs or projects?



SELECTION CRITERIA

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

1. 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:

- i. 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)**
- ii. 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 disciplines in professional fields, recipients or beneficiaries of services, or others, as appropriate. **(Up to 5 points)**



QUESTIONS TO CONSIDER : MANAGEMENT PLAN

- How will the proposed project be managed and who will manage the various components?
- What is the plan to ensure proper and efficient management of the project, including methods of coordination across organizational units, partners, stakeholders, etc.?
- Will the management plan enable the institution to achieve the goals and objectives of the proposed project on time and within budget , including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks?



SELECTION CRITERIA

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

1. 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:

- i. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. **(Up to 3 points)**
- ii. 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)**
- iii. 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)**



QUESTIONS TO CONSIDER: PROJECT EVALUATION

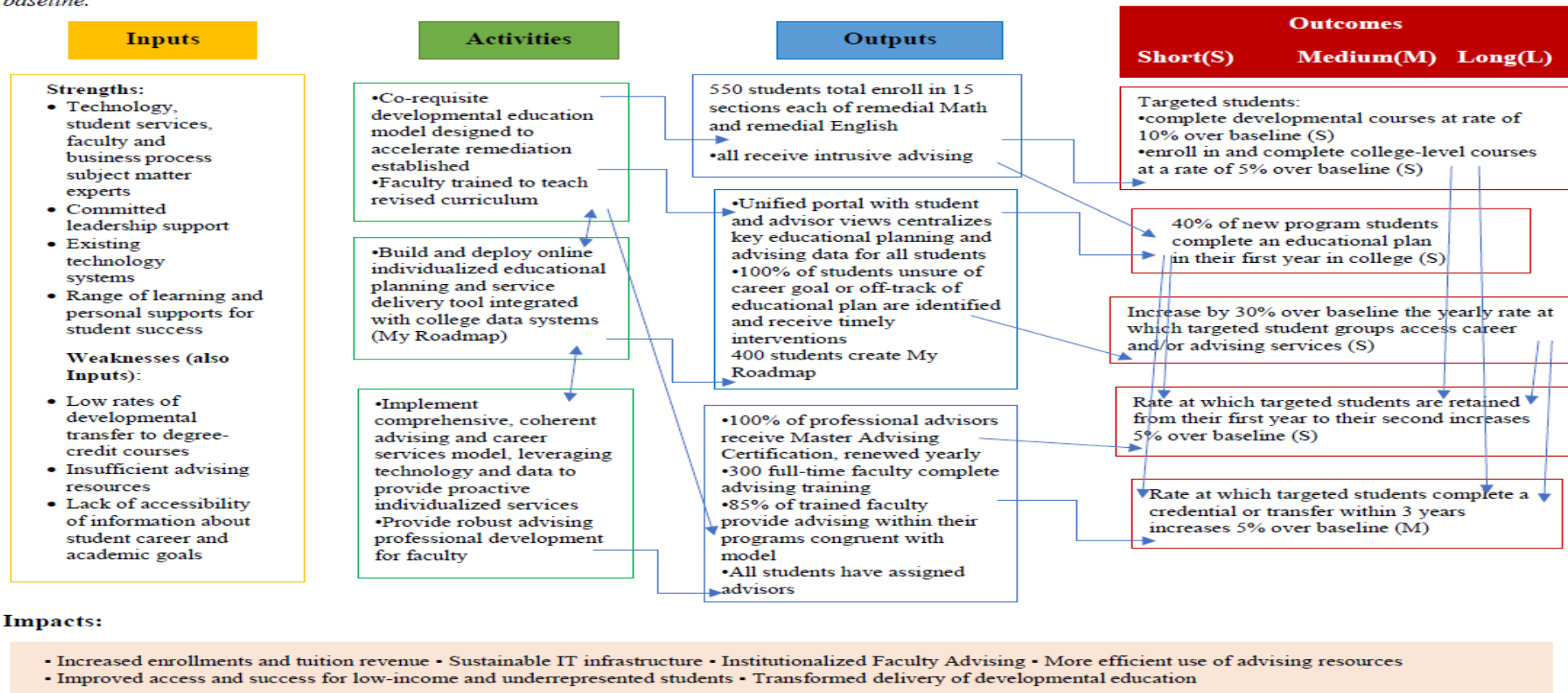
- What metrics will be used to measure progress and are they clearly aligned to the goals of the project?
- Does the application include methods of evaluation for examining the effectiveness of the project?
- How will you determine that the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project?
- Are objectives clear and measurable?
- How will the evaluation be used to inform continuous improvement?



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

Logic Model

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



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REGIONAL EDUCATIONAL LABORATORY (REL) RESOURCES ON LOGIC MODELS

- *HSI DIVISION LOGIC MODEL WEBINAR – PART 1 (ENCORE): THEORY AND FUNDAMENTALS (MARCH 23, 2023),*
[HTTPS://YOUTU.BE/SQ2_C_V_OJW](https://youtu.be/SQ2_C_V_OJW)
- *LOGIC MODELS: A TOOL FOR EFFECTIVE PROGRAM PLANNING, COLLABORATION, AND MONITORING*
[HTTPS://IES.ED.GOV/NCEE/EDLABS/PROJECTS/PROJECT.ASP?PROJECTID=409](https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectid=409)
- *LOGIC MODELS: A TOOL FOR DESIGNING AND MONITORING PROGRAM EVALUATIONS*
[HTTPS://IES.ED.GOV/NCEE/EDLABS/PROJECTS/PROJECT.ASP?PROJECTID=404](https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectid=404)
- *LOGIC MODELS FOR PROGRAM DESIGN, IMPLEMENTATION, AND EVALUATION: WORKSHOP TOOLKIT*
[HTTPS://IES.ED.GOV/NCEE/EDLABS/PROJECTS/PROJECT.ASP?PROJECTID=401](https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectid=401)
- *EDUCATION LOGIC MODEL APPLICATION FOR CREATING LOGIC MODELS:*
[HTTPS://IES.ED.GOV/NCEE/EDLABS/REGIONS/PACIFIC/ELM.ASP](https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp)

EVIDENCE DEFINITIONS

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.

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

Promising Evidence:

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 a WWC practice guide or intervention report or a single study reviewed by the Department

EVIDENCE FORM

- In this competition, you are asked to propose to implement a project component (or strategy) that meets the demonstrates a rationale standard and to design a project evaluation that could meet the promising evidence standard.
- Both elements should be addressed in the project narrative.
- In addition, applicants addressing the demonstrates a rationale selection factor under the “Quality of the Project Design” selection criterion should complete the Evidence Form to show how the project “demonstrates a rationale.”
- As defined in the NIA, “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.
- You demonstrate your rationale by creating a logic model for your project. The logic model should include a project component that is informed by research.
- If your project meets the demonstrates a rationale standard, then on the Evidence Form, you should mark “demonstrates a rationale.”

PERFORMANCE MEASURES

The performance indicators for this program are:

1. Number and rate of project participants enrolled in the post-secondary education program.
2. Number and rate of project participants, by the end of the grant period, earning a certificate, degree, or other credential.
3. Number and rate of project participants active in paid internships, apprenticeships, or other work experiences.



REPORTING REQUIREMENTS

- 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.
- At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary.
- 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.

PLANNING YOUR GRANT APPLICATION

- Identify goals for your proposed project and their focus on the project recipients.
- Analyze every proposed activity to ensure that it is attainable, meaningful, and measurable.
- Be realistic and straightforward about every aspect of your project design.
- Design activities and services that are manageable and directly address your identified challenges and issues.
- Forecast and create an implementation and management plan that is realistic.



PLANNING YOUR GRANT APPLICATION

- Use analysis and evaluation to identify challenges or issues.
- Dedicate adequate resources and time to develop your funding application and to the project, including clearly outlining the roles and responsibilities of your partners.
- Work towards sustainability of your project.
- Know your budget and ensure that all costs are allowable, allocable, and reasonable.
- Identify goals of your proposed project, especially how they will focus on positive student outcomes.
- Choose metrics and evaluation methods that will produce evidence about the project's effectiveness.
- Use the identified performance measures to build your project assessments.



PLANNING YOUR GRANT APPLICATION

- **We recommend a limit of no more than 50 pages.** This only applies to the application narrative and **does not** apply to the cover sheet, budget section and budget justification, assurances and certifications, one-page abstract, resumes/cvs, bibliography, or letters of support.
- Double space all text in the narrative, including titles, headings, footnotes, quotations, references, and captions.
- Use a readable 12-point font (e.G., Time New Roman, Courier, or Arial).



PLANNING YOUR GRANT APPLICATION

- We strongly recommend organizing your application according to the selection criteria, so that the information is easily found by the reviewers.
- Ensure reviewers know exactly which criteria you are responding to.
- Remember reviewers will determine the extent to which the applicant meets the criterion, so it is important to be clear and concise in your responses, and that reviewers don't have to search through your application to find the information.



GENERAL OVERVIEW OF GEPA SECTION 427

PURPOSE: To ensure equitable access to, and participation in, federally-assisted programs for all beneficiaries.

Section 427 highlights, but is not limited to, six barriers that can impede equitable access or participation:

Gender

Race

National origin

Color

Disability

Age

- An applicant must determine and define:
- The participants and community to serve
 - The local circumstances
 - Barriers that may inhibit participation

GEPA SECTION 427 STANDARD FORM CHANGES

Original Form	Updated Form
<ol style="list-style-type: none">1. One overall general requirement2. Flexibility to determine and define the barriers to "equitable access" and "equitable participation"3. Discretion in how to describe plans to address the identified barriers4. Description may be provided in a separate narrative or in connection with related topics in the application	<ol style="list-style-type: none">1. Applicants respond to four questions with specificity.2. Flexibility to determine and define the barriers to "equitable access" and "equitable participation."3. A timeline for meeting targeted milestones for removing identified barriers.

Updated GEPA Form Has Four Questions

**NOTICE TO ALL APPLICANTS:
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM
BENEFICIARIES**

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Notes:

Applicants must respond to each question on the standard form and submit the form with its grant application package or State plan.

For Grants.gov application submissions:

1. The updated form is integrated into Grants.gov and no longer needs to be uploaded as PDF.

2. The form is electronic and each text box response allows 4,000 characters.

3. An error message is received if a response is missing and the form can not be saved. (see next slide)

SAMPLE ERROR MESSAGE

SECTIONS:

Notice to All Applicants

Notes

Burden Statement

ED GENERAL EDUCATION PROVISIONS ACT (GEPA) 427 FORM

Version 2.0

OMB Number: 1894-0005

Expiration Date: 06/30/2023

Errors!

Check for Errors revealed the following errors:

• Notice to All Applicants

Ensure Equitable Access is required: Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Barriers is required: Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries.

Steps is required: Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity.

Timeline is required: What is your timeline, including targeted milestones, for addressing these identified barriers.

NOTICE TO ALL APPLICANTS:

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES:

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Ensure Equitable Access is required: Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

SAVE

CHECK FOR ERRORS

CLOSE

SAMPLE GRANT PROGRAM

- **Grant program goal:** To provide *grants to alternative high schools, non-profit organizations, and combinations of those institutions* to provide academics and other support services to prepare low-income, first-generation college students, and other underrepresented students for a college education.
- **ED's strong interest in:** ensuring *low-income students, first-generation college students, students who are English learners, students with disabilities, homeless students, students who are in foster care, and other disconnected students*, receive the necessary support to assist them in successfully pursuing a college education.
- The slides that follow provide a sample response to each question on the new section 427 form from a fictitious organization applying for federal funds under the above grant parameters.

QUESTION #1 - SAMPLE RESPONSE

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Our organization has a contract with the city to operate a non-traditional high school in the local YMCA. As a **non-traditional** high school, we will **open earlier and remain open longer** than a regular high school and be **open seven days a week** to work with students living on their own, students that are homeless, and students expelled from a regular high school. One of the goals of our organization is **to ensure homeless and other non-traditional students** are able to **obtain high school diplomas**.

QUESTION #2 - SAMPLE RESPONSE

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Based on the population that is currently served, our organization has identified homelessness status or housing insecurity, pregnancy, and language as potential barriers.

QUESTION #3 - SAMPLE RESPONSE

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

We intend to **offer core subjects of varying levels of math, reading, and science, several times throughout the day and evening**, in small group settings so that registered students are able to attend classes needed to graduate. Daily attendance will be required although not at any set time. **Multilingual counselors will be on site** at various times to regularly engage with each student. A **mobile health truck** will be onsite bi-weekly to address health and safety issues.

QUESTION 4 - SAMPLE RESPONSE

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Extensive outreach through **posters and flyers posted at local community organizations and shops**, support from the YMCA patrons, mobile health van team, and our **counseling staff conducting daily foot patrols** within a specific perimeter and in the hangout areas of targeted youth in order to share information and recruit targeted population.
- The **target population** assigned through the system, such as juvenile courts, will also **assist in the identification and recruitment** of the individuals who will be served.
- **Register five percent (50 students)** of the target population (as documented by local standard statistical references), for core classes **within 180 days** of the opening of the school year.

GEPA FORM INSTRUCTIONS

- Applicants may *identify any barriers that may impede equitable access and participation in* the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants are *not required to have mission statements or policies that align with equity* in order to submit an application.
- Applicants may have *already included some or all this required information in the narrative sections of their applications or their state plans*. In responding to this requirement, for each question, applicants *may provide a cross-reference to the section(s) and page number(s)* in their applications or state plans that includes the information responsive to that question on this form or may restate that information on this form.

GEPA FORM INSTRUCTIONS, CONTINUED

- Applicants must respond to each question using the associated text box. Each text box *allows approximately 4000 characters*; therefore, if copying and pasting into the text box from another document be sure to check that everything copied.
- Applicants should *use the “check for errors” button* before they save the form. Applicants will receive an error message if any response is missing and will not be able to submit the application due to the missing information.
- Applicants that have *already undertaken steps* to address barriers must *still provide an explanation and/or description of the steps* already taken in each text box, as appropriate, to satisfy the GEPA section 427 requirement.
- Applicants that *believe no barriers* exist must *still provide an explanation and/or description* to each question to *validate that perception*, as appropriate, to satisfy the GEPA section 427 requirement.

GEPA SECTION 427 RESOURCES

- PDF version of section 427 form and instructions [GEPA 427 - form instructions for application package \(ed.Gov\)](#)
- Computer-based training, [ensuring equitable opportunities under the GEPA section 427](#)
- GEPA section 427 form frequently asked questions (faqs)
- The Department of Education Equity Action Plan at [ED.Gov/equity](#)

Q&A

RESOURCES

- **NIA** - [Federal Register :: Applications for New Awards; Transitioning Gang-Involved Youth to Higher Education Program](#)
- **TGIY Program Page** - [Transitioning Gang-Involved Youth to Higher Education Program](#)
- **Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards | U.S. Department of Education** - <https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>
- **Grants.gov** - [Home | Grants.gov](#)



UPCOMING PRE-APPLICATION WEBINARS

- Thursday, September 5th from 2:00 p.m. – 3:30 p.m., ET
- Thursday, September 19th from 2:00 p.m. -3:30 p.m., ET

*** All webinars held via Microsoft Teams**

PROGRAM CONTACTS

- Jymece Seward| Jymece.Seward@ed.gov, 202-453-6138
- TGIY Program webpage:
<https://www2.Ed.Gov/programs/giyp/index.Html>



THANK YOU!