

FY 2022

Veterans Upward Bound Technical Assistance Pre-application Webinar



Presenters:
Andrea Wilson
Dana Foreman
Shaketa Whitehead

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Disclaimer

This document is a brief summary of the program regulations and application requirements. Do not rely solely on the information within this document. Please refer to the Notice Inviting Applications and the program regulations published in the Federal Register for additional information, as these are the official documents governing the competition

Introduction

WEB ADDRESS FOR GRANT APPLICATION PACKAGE:

<https://apply07.grants.gov/apply/opportunities/instructions/PKG00273722-instructions.pdf>

WEB ADDRESS FOR TO ACCESS PRESENTATION:

<https://www2.ed.gov/programs/triovub/applicant.html>

Application Dates:

April 26, 2022 - June 10, 2022

11:59:59 pm ET

How to Ask a Question

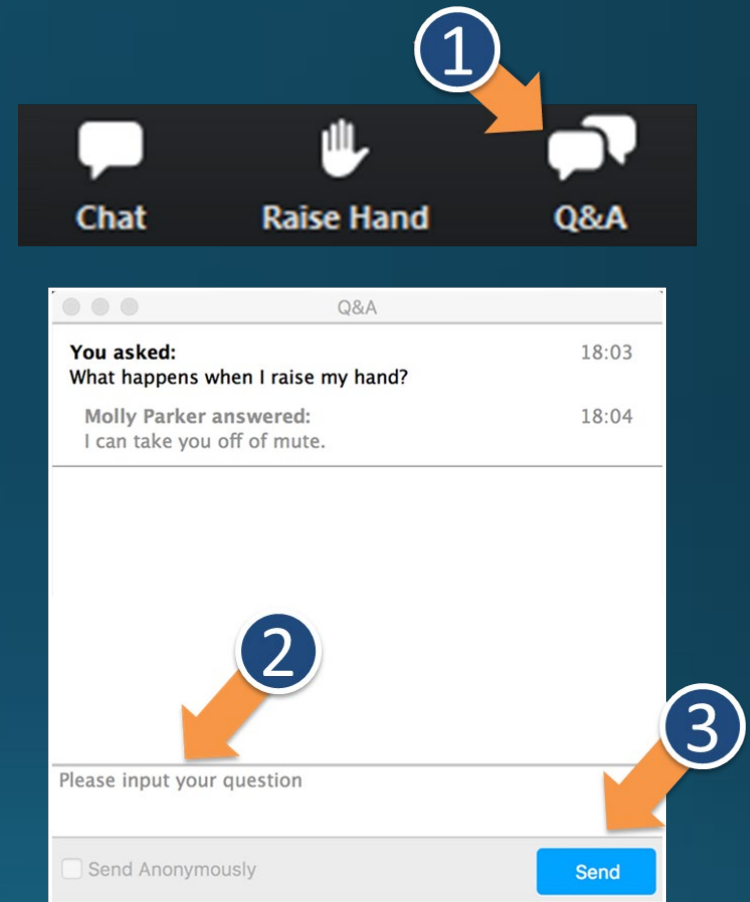
If you have any questions during the presentation, please follow the instructions below.

Use the Q&A function to ask a question:

1) Along the bottom of the webinar window, find and click the Q&A button. The Q&A panel will then expand on your screen

2) Input your question into the Q&A box

3) Click Send



If you have additional questions after today's webinar session, please direct them to the following email address:
UpwardBound@ed.gov

Workshop Overview

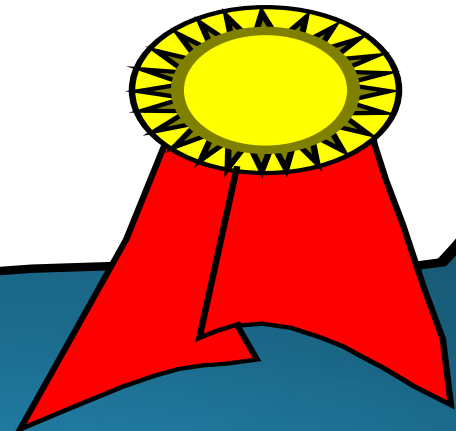
- ❑ Background Legislation & Program Regulations
- ❑ 2022 Competition Highlights & Selection Criteria
- ❑ Submission Logistics



How Did We Get Started

Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO consists of 7 outreach and support programs targeted to serve and assist low-income, first generation college, and disabled students to progress through the academic pipeline from middle school to post-baccalaureate programs.

Under the Economic Opportunity Act of 1964, **Upward Bound** was the first TRIO program created. In 1976, Upward Bound expanded to serve returning veterans and thus **Veterans Upward Bound Program** was formed.



Veterans Upward Bound Regulations & Legislation

- ❑ 34 CFR Part 645, amended to implement changes made to the Higher Education Act(HEA) of 1965 by the Higher Education Opportunity Act(HEOA) of 2008.

<http://www2.ed.gov/policy/highered/leg/hea08/index.html>

- ❑ Final regulations amending Part 645 were published in the Federal Register on October 26, 2010

- ❑ Laws, Regulations, and Guidance at the following address:

<https://www2.ed.gov/programs/triovub/legislation.html>

What is the Veterans Upward Bound Program?



Veterans Upward Bound Maximum Award Amounts

New Applicants

- All New projects are eligible to receive a maximum of \$287,537 to serve a minimum of 125 participants

Current grantees may request:

- An amount equal to the applicant's base award amount for FY 2021 (to continue to serve at least the same number of participants that was approved for the current grant; as reflected on the most recent grant award notification)

Who is Eligible to Apply for a Grant?



Institutions of higher education.



Public or private agencies or organizations, including community-based organizations with experience in serving disadvantaged youth.



Secondary school schools



Combinations of the types of institutions, agencies, and organizations.

Who is Eligible to Participate in Veterans Upward Bound?

U.S. citizen or national of the United States

A permanent resident of the United States

Is in the United States for other than a temporary purpose and provides evidence from the Immigration and the Naturalization Service of his or her intent to become a permanent resident (U.S. Citizenship & Immigration Services)

A permanent resident of Guam, the Northern Mariana Islands, or the Trust Territory of the Pacific Islands

A resident of the Freely Associated States-the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau

Who is Eligible to Participate in Veterans Upward Bound? (Cont'd)

- ☐ The Individual is:
 - ☐ A potential first-generation college student;
 - ☐ A low-income individual; or
 - ☐ An individual who has a high risk for academic failure
- ☐ Has a need for academic support

Who May Participate in the Veterans Upward Bound

Veterans who served on active duty in the U. S. Armed Forces for more than 180 days and was discharged or released under conditions other than dishonorable;

Veterans who were discharged because of a service-connected disability;

A member of a reserve component of the Armed Forces of the U.S. and was called to active duty for a period of more than 30 days;

A member of a reserve component of the Armed Forces of the U.S. who served on active duty in support of a contingency operation on or after September 11, 2001.

Low Income Definition

- An individual whose family's taxable income for the preceding year in which the individual initially participates in the project did not exceed 150% of an amount equal to the poverty level
- Poverty level amount is determined by using criteria of poverty established by the Bureau of Census of the U.S. Department of Commerce

First-Generation College Student Definition

- An individual, neither of whose natural or adoptive parents received a baccalaureate degree; or
- An individual who regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree

Need for Academic Support

Participants **MUST**
have an identified need
for “Academic”
support

Social and emotional
needs alone do not
make an individual
eligible for participation

High Risk of Academic Failure

Who is deemed to have a “high risk for academic failure”?

- ☐ Has been out of high school or dropped out of a program of postsecondary education for five years or more
- ☐ Has scored on standardized tests below the level that demonstrates a likelihood of success in a program of postsecondary education
- ☐ Meets the definition of an individual with a disability as defined in 645.6(b)

Veterans Upward Bound Required Services

Academic tutoring

Advice and assistance in secondary and postsecondary course selection

Preparation for college entrance exams and completion of college admission applications

Information on federal student financial aid programs: Federal Pell grant awards; Loan forgiveness; Scholarships

Assistance completing financial aid applications: Free Application for Federal Student Aid (FAFSA)

Required Services (Continued)

Guidance on and Assistance in:

- Secondary school reentry;
- Alternative education programs for secondary school dropouts that lead to the receipt of a regular secondary school diploma;
- Entry into postsecondary education; and

Education or counseling services designed to improve the financial and economic literacy of veterans, including financial planning for postsecondary education.

Required Services (Continued)

Any project that has received funds under this part for at least two years must include as part of its core curriculum, in the next and succeeding years, instruction in-

- ☐ Mathematics through Pre-Calculus
- ☐ Laboratory Science
- ☐ Foreign Language
- ☐ Composition and
- ☐ Literature



Financial and Economic Literacy

Helping veterans to understand:

Credit building principles to meet long term and short-term goals (including credit scores)

Cost of planning for postsecondary education (saving, personal budgeting, etc)

Cost of college attendance, the difference between public vs. private, (tuition vs. fees)

Scholarships, grants and loans (application process and variances between private and government loans)

Completing of the Free Application for Federal Student Aid (FAFSA)

Provide intensive basic skills development in those academic subjects required for successful completion of a high school equivalency program and for admission to postsecondary education programs;

Provide short-term remedial or refresher courses for veterans who are high school graduates but who have delayed pursuing postsecondary education. If the grantee is an institution of higher education, these courses shall not duplicate courses otherwise available to veterans at the institution;

Veterans Upward Bound Program Additional Services

Assist veterans in securing support services from other locally available resources such as the Veterans Administration, State veterans' agencies, veterans' associations, and other State and local agencies that serve veterans; and

Provide special services, including mathematics and science preparation, to enable veterans to make the transition to postsecondary education.

Veterans Upward Bound Program Additional Services

(Continued)

A photograph of three graduates in caps and gowns, overlaid with a dark blue semi-transparent filter. The graduate on the left is smiling and covering her mouth with her hand. The graduate in the middle is looking upwards with an open mouth. The graduate on the right is also smiling and looking upwards. They are all wearing white stoles with a circular seal on the left side.

VUB Competitive Preference Priorities

Veterans Upward Bound Competitive Preference Priority-#1

(Up to 3 additional
points)

Demonstrates a Rationale

- ❑ Under this priority, an applicant proposes a project that demonstrates a rationale (as defined in 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.

Veterans Upward Bound Competitive Preference Priority-#2

(Up to 3 additional
points)

Meeting Students' Social, Emotional, and Academic Needs

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

- (a) Developing and supporting educator and school capacity to support social and emotional learning and development that is trauma-informed, such as addressing exposure to community-based violence and trauma specific to military-or veteran-connected students.
- (b) Creating education or work-based settings that are supportive, positive, identify-safe and inclusive regarding race, ethnicity, culture, language, and disability status, through developing trusting relationships between students (including underserved students), educators, families, and community partners.

Veterans Upward Bound Competitive Preference Priority-#3

(3 additional points)

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

Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students by establishing cross agency or community-based partnerships with local nonprofit organizations, businesses, philanthropic organizations, or others, to meet family well-being needs.

Competitive Preference Priority Definitions

The definitions below are from 34 CFR 77.1.

- Demonstrates a rationale
- Evidence-based
- Logic Model

Note: In developing logic models, applicants may want to use resources such as the Regional Educational Laboratory Program's (REL Pacific) Education Logic

Model Application, available at: [https://ies.ed.gov/ncee/edlabs/regions/pacific/el
m.asp](https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp), to help design their logic models.

Other sources include:

- [https://ies.ed.gov/ncee/edlabs/regions/pacific/
pdf/REL_2014025.pdf](https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014025.pdf)
- [https://ies.ed.gov/ncee/edlabs/regions/pacific/
pdf/REL_2014007.pdf](https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014007.pdf)
- [https://ies.ed.gov/ncee/edlabs/regions/northea
st/pdf/REL_2015057.pdf](https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf)

Application Narrative



Clearly state
your goals



Identify the
eligible target
area



Determine the
best program
design for your
project and
your
participants



Recommended
limit of 65-
pages

Definitions

Target Area

A discrete local or regional geographical area.



Selection Criteria

<u>Section</u>	<u>Maximum Points</u>
Need	24
Objectives	9
Plan of Operation	30
Applicant and Community Support	16
Quality of Personnel	8
Budget and Cost Effectiveness	5
Evaluation Plan	8
Total	100
<hr/>	
Competitive Preference Priorities (up to 3 points each)	9
<hr/>	
Total Number of Points	109

Need for the Project

Maximum Points: 24

Sub Criteria: 4

Criteria for Demonstrating Need for Veterans Upward Bound

The target area lacks the services for eligible veterans that the applicant proposes to provide

A large number of veterans who reside in the target area are low-income & first-generation college students

A large number of veterans in the target area have not completed high school or have not enrolled in postsecondary education

Other indicators of need, including unaddressed academic or socio-economic problems

Objectives

Maximum Points: 9

Sub Criteria: 6

Veterans Upward Bound Objectives

There are Four
Standardized
Objectives:

Standardized
Objectives are found on
the Veterans Upward
Bound Program Profile
form.

MUST include all FOUR
Standardized
Objectives in your
application.

MUST provide the
percentages that your
project proposes to
achieve for each
Standardized Objective.

**The Objectives may
not be rewritten,
restated or reworded.**

Applicants may propose
additional objectives
but are not required.

Objectives (Continued)

- ❑ The Objective selection criteria is worth 9 points.
- ❑ All 9 points will be awarded based on the extent to which objectives and proposed targets (percentages) are determined to be ambitious and attainable, based on information included within the NEED, PLAN OF OPERATION, and allocated resources.



Academic Improvement on Standardized Test

_____ % of participants who completed their VUB educational program during the project year will improve their academic performance as measured by a standardized test taken before and after receiving services from the project.



Education Program Retention and Completion

_____ % of
participants served during
the project year will
complete their VUB
educational program by
the end of the project
year or remain enrolled in
the program.



Postsecondary Enrollment

_____ % of participants who completed their prescribed VUB educational program in the previous year (e.g., 2022-23) will enroll in a program of postsecondary education by the end of the next project year (e.g., 2023-24).



Postsecondary Completion

_____ % of participants who completed the VUB educational program in one project year (e.g., 2022-23) and who enrolled in a program of postsecondary education by the end of the next project year (e.g., 2023-24) will complete a program of postsecondary education within six project years.

-



Maximum Points: 30
Sub Criteria: 10



Plan of Operation

Plan of Operation (Continued)

The plan to inform the faculty and staff at the applicant institution or agency and the interested individuals and organizations throughout the target area of the goals and objectives of the project;

The plan for identifying, recruiting and selecting participants to be served by the project;

The plan for assessing individual participant needs and for monitoring the academic progress of participants while they are in Veterans Upward Bound;

Plan of Operation (Continued)

The plan for locating the project within the applicant's organizational structure;

The curriculum, services and activities that are planned for participants in both the academic year and summer components;

The planned timelines for accomplishing critical elements of the project;

The plan to ensure effective and efficient administration of the project, including, but not limited to, financial management, student records management, and personnel management;

Plan of Operation (Continued)

The applicant's plan to use its resources and personnel to achieve project objectives and to coordinate the Veterans Upward Bound project with other projects for disadvantaged students;

The plan to work cooperatively with key administrative, teaching and counseling personnel in the target area to achieve project objectives; and

A follow-up plan for tracking graduates of Veterans Upward Bound as they enter and continue in postsecondary education.

Plan of Operation (Continued)

☐ Project Director

☐ A grantee must employ a full-time project director, unless:

- The director is also administering 1-2 additional programs for disadvantaged students operated by the institution or agency; or
- The Secretary grants a waiver of this requirement.

☐ The Grantee gives project director sufficient authority to administer the project effectively

☐ The Secretary waives the requirement of a full-time project director if the grantee demonstrates that the director will be able to effectively administer more than three programs, and that this arrangement would promote effective coordination.





Maximum Points: 16

Sub Criteria: 2

Applicant and Community Support

Applicant and Community Support

❑ The applicant is committed to supplementing the project with resources that enhance the project such as:

- ❑ Space
- ❑ Furniture
- ❑ Equipment
- ❑ Supplies
- ❑ Time and effort of personnel other than those employed in the project



Applicant and Community Support (Continued)

- ❑ Resources secured through written commitments from community partners.
- ❑ Institution of higher education must include in its application commitments from the community organizations;
- ❑ Community organizations must include commitments from institutions of higher education.





Maximum Points: 8

Sub Criteria: 3

Quality of Personnel

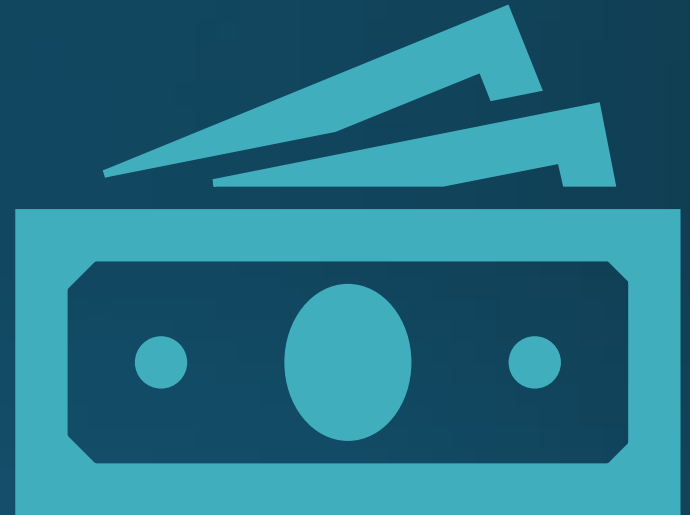
Quality of Personnel

- ☐ The qualifications required of the project director.
- ☐ The qualifications required of other personnel.
- ☐ The quality of the applicant's plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project's target population.



Maximum Points: 5
Sub Criteria: 2

Budget



Budget



The budget for the project is adequate to support planned project services and activities;
and



Costs are reasonable in relation to the objectives and scope of the project.

Allowable Costs



In-service staff training



Rental of space (if not available at host institution)



Purchase, lease, or rental of computer equipment & software



Stipend-For VUB projects, may not exceed \$40



Educational pamphlets and material



Student activity fees



Admissions fees, transportation, and other costs



One banquet or ceremony

Unallowable Costs



Research not directly related to the evaluation or improvement of the project.



Meals for staff except as provided in 645.40(d).



Room and board for participants in VUB projects.



Construction, renovation or remodeling of any facilities.



Tuition, stipends, or any other form of student financial aid for project staff beyond that provided to employees of the grantees as part of its regular fringe benefit package.

Maximum Points: 8

Sub Criteria: 2

Evaluation Plan



Evaluation Plan

Develop an evaluation plan for the project that:

- ❑ Includes both qualitative and quantitative evaluation measures; and
- ❑ Examines in specific and measurable ways the success of the project in making progress toward achieving its objectives.



Evaluation Plan (Continued)

Plans should clearly indicate:

- Types of data to be collected
- When data will be collected
- What data collection methods will be used
- How the data will be analyzed
- When reports and outcome data will be available
- What information, on a prescribed schedule (monthly, weekly) will be developed in a manner that meets its goals and objectives
- Who is responsible for making sure information is available in a timely manner and is influencing the ongoing management of the project
- Evaluation staff should have no authority over the project's service or management personnel



What Other Requirements Must A Grantee Meet?

Number of Participants

Project Director

- A grantee must employ a full-time project director, unless:
- The director is also administering 1-2 additional programs for disadvantaged students operated by the sponsoring institution/organization
- The Secretary grants a waiver of this requirement.
- Grantee allows director with sufficient authority to administer the project effectively.
- The Secretary waves the requirement of a waiver if the grantee demonstrates that the director will be able to effectively administer more than three programs.

What other requirements must a grantee meet? (Continued)

- ☐ Recordkeeping
 - ☐ Collaboration with other Federal TRIO projects or programs
 - ☐ Eligibility of Participants
 - ☐ Services
 - ☐ Academic support
 - ☐ Educational progress of participants



Submission Logistics

Grant Writing Reminders

- ❑ Applicants may not use federal funds to prepare an application.
 - ❑ This includes costs incurred to attend pre-application workshops.
- ❑ Federal funds may not be used to lobby.
- ❑ Applicants who knowingly do business with someone who has been debarred from doing business with the federal government face the possibility of cost disallowances, termination of their grant, suspension and debarment from Federal government procurement and non-procurement transactions.

Other Attachment Forms

☐ Additional documents that Do Not count toward page limit recommendation:

- ☐ Application Face Sheet (SF-424)
- ☐ Table of Contents
- ☐ ED Abstract Form
- ☐ VUB Program Profile Form
- ☐ Federal Budget Form (ED-524)
- ☐ Assurances, certifications, and survey form
- ☐ Competitive Priorities

VUB Program Profile Form

Each applicant must fill out a separate profile form.

Current Grantees. If submitting multiple applications, indicate if this application should be designated for PE points

List all target areas to be served.

Provide total number of participants to be served in each target area.

Mark whether addressing the Competitive Preference Priorities.

Fill in all Standardized Objective percentages.

- The percentages listed on the Profile are officially recognized despite what is written in the narrative

VUB Program Assurances

An applicant for a VUB award must assure the Secretary that –

- ❑ Not less than 2/3 of the project's participants will be low-income individuals who are potential first-generation college students;
- ❑ The remaining participants will be low-income, or potential first-generation college students, or veterans who have a high risk for academic failure.
- ❑ The project will collaborate with other Federal TRIO projects, or programs serving similar populations in the target area, in order to minimize the duplication of services and promote collaborations so that more students can be served.

Formatting Recommendations

Double space all text in the application narrative, excluding all text in charts, tables, figures and graphs.



Titles, headings, footnotes, quotations, references, captions, may be singled-spaced.



Use a 12-point font or larger.



Use one of the following fonts:

Times New
Roman

Courier

Courier
New

Arial

Application Process

First -Submit application via www.Grants.gov

Second -Prescreening for eligibility

Third -A panel of 3 expert reviewers, who are not federal employees, will review the application

The panel will prepare an evaluation of the application and assign points to each selection criterion. The highest score an application may receive is 100; plus up to three additional points each for the competitive preference priorities

Scores from the 3 reviewers will be averaged together to determine one numeric score for the application

Application Process (Continued)

Currently funded applicants are eligible to receive up to 15 Prior Experience points. If applicable, PE points are added to the numeric score of the application to get a final score.

Final scores are ranked in order, highest to lowest, on a funding slate.

First slate

Second review

Second slate

**All successful applicants will receive
a 5- year award.**

Grants.gov

- ❑ What is grants.gov?
 - ❑ An electronic portal that all applicants MUST use to submit applications.
- ❑ Be sure to read all instructions carefully and refer all technical questions to the Grants.gov Help Desk (1-800-518-4726) and email at support@grants.gov.
- ❑ **Only .PDF or Microsoft Word** file types will be accepted. (.PDF is recommended)

Tips to Submit Successfully

- ☐ Review Application Notices & Instructions Carefully
- ☐ Register Early
- ☐ Submit Early
 - ☐ **Important:** If you start uploading your application before 11:59:59 p.m. (Eastern Time) on the application deadline date, and you do not finish uploading until after 11:59:59 p.m. (Eastern Time) your application will be marked late and will not be read.
- ☐ Verify your application has submitted completely
- ☐ Save and keep your own copy
- ☐ Receive Email Confirmation
- ☐ Note: *only .PDF or Microsoft Word* file types will be accepted

Exceptions to Electronic Submission



You may qualify for an electronic submission waiver if:

You do not have Internet access.

You do not have the capacity to upload large documents to the Grants.gov system.



If you are submitting a waiver, you must:

Mail, email or fax a written statement to the Department explaining your need for a waiver, due no later than 14 calendar days before the application deadline date.

If mailing, your letter must be postmarked no later than two weeks before the application deadline date.

Exceptions to
Electronic
Submission
(cont'd)

Submit all Electronic Submission
Waivers to:

Sharon Easterling
U.S. Department of Education
400 Maryland Avenue, SW
Room 2C104
Washington, DC 20202

Sharon.Easterling@ed.gov

Fax: 202-260-7464

Your application will be **REJECTED** if:

- It is received after the closing date and time, even by 1 second
- You send a paper application without having received an approved waiver
- You propose to serve a population not designated in Notice Inviting Applications
- Application does not address Selection Criteria
- You propose to serve less than the applicable number of participants. Proposals must propose to serve 125 participants for new applicants, and the current number of recommended participants for current grantees.

Program Contact Information



Program Specialist: Mr. Kenneth Foushee
Telephone: (202) 453-7417
Email Address: **Kenneth.Foushee@ed.gov**

Program Specialist: Mrs. Dana Foreman
Telephone: (202) 453-7396
Email Address: **Dana.Foreman@ed.gov**

Address: Federal TRIO Programs
U.S. Department of Education
400 Maryland Avenue SW, Room 2C153
Washington, D.C. 20202



The End