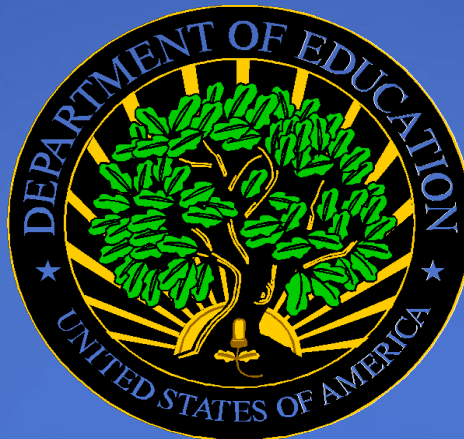


Pre-Application Technical Assistance Workshop

Gaining Early Awareness and Readiness for
Undergraduate Programs (GEAR UP)
FY 2025 Partnership Competition

Note: This workshop is being recorded. By joining this webinar you give consent to being recorded.



Disclaimer

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

Workshop Overview

Before Break:

- FY 2025 GEAR UP funding levels
- Program Authority, Mission, and Objectives
- What is a Partnership?
- Partnership Program Overview, Required & Permissible Activities
- Implementation Models
- Matching Requirement
- Budget

After Break:

- GEAR UP Selection Criteria
- Competitive Preference Priorities
- Formatting
- Required Forms
- Submission Logistics
- Process/Timeline
- Questions and Answers



Program Funding

**FY 2025 Appropriation:
\$388,000,000 ***

**Estimated Funds Available for New Awards:
\$35,000,000**

**Partnerships:
~29 New Awards (estimated)**

Maximum Award: \$800/participant



Authority

Legislation:

Section 404A – 404H of the Higher Education Act of 1965 (HEA), as amended

Regulations:

34 CFR Part 694



GEAR UP Mission

Section 404A(a) of the HEA

The GEAR UP program is a discretionary grant program that encourages applicants to provide support and maintain a commitment to eligible students from low-income backgrounds, including students with disabilities, to assist the students in obtaining a secondary school diploma and to prepare for and succeed in postsecondary education.



Objectives

- Increase the academic performance and preparation for postsecondary education for students.
- Increase the rate of high school graduation and participation in postsecondary education for students, particularly for students from low-income backgrounds.
- Increase student and family knowledge of postsecondary education options, preparation and financing.

Partnership Projects

Range of Awards:

\$100,000 - \$5,000,000

Average Size of Awards:

\$1,200,000

Maximum Award:

\$800/participant

Length of Award:

6 or 7 years

Eligible Applicants:

Partnerships consisting of at least:

- One Institution of Higher Education (IHE) and
- One Local Educational Agency (LEA)
- May also include at least two community organizations, businesses, professional organizations, State agencies, etc.



Note: Only the IHE or LEA may be the applicant entity.



Partnership Projects

- **What is a GEAR UP Partnership?**

- Requires at least one Local Educational Agency (LEA) and one degree-granting Institution of Higher Education (IHE).
- Can optionally include not less than two other community organizations or entities, such as businesses, professional organizations, State agencies, institutions or agencies or other public or private agencies or organizations.
- Generally follows **group application requirements**: see [34 CFR §§ 75.127 - 75.129](#)
 - Required partners must have an agreement that details the activities each member of the group plans to perform and binds each member of the group to every statement and assurance made by the applicant in the application.
 - This must be submitted with your application as an attachment to your Program Profile.
- Remember: **the lead applicant is the fiscal agent** of the grant, ultimately responsible for all federal funds, reporting requirements, and programmatic decision-making.



Partnership Projects & Subgrants/Contracts

- A partnership grantee under this competition **may not award subgrants** to entities to directly carry out project activities described in its application
- Grantees must ensure that required and optional partners use grant funds in reasonable and necessary ways and that they maintain documentation that partners have done so. **Grantees are ultimately responsible** for any unallowable uses of grant funds under the GEAR UP grant.
- To ensure that GEAR UP **grantees that contract** a significant portion of project activities to a single entity are successful, the Department will be available to provide technical assistance to these grantees to ensure that they are properly overseeing the performance of their contractor, and, as needed, may conduct additional monitoring.



Required Activities

Section 404D(a) of the HEA; § 694.21 of GEAR UP program regulations

- Provide information regarding financial aid for postsecondary education for participating students.
- Encourage student enrollment in rigorous or challenging curricula and coursework, in order to reduce the need for remedial coursework at the postsecondary level.
- Improve the number of participating students who obtain a secondary school diploma and complete applications for, and enroll in, a program of postsecondary education.



Permissible Activities

Section 404D(b) of the HEA; § 694.22 of GEAR UP program regulations

- Providing tutors and mentors.
- Supporting development of rigorous academic curricula, including college prep, Advanced Placement, or I.B.
- Supporting dual or concurrent enrollment programs.
- Providing intensive extended school day, school year or summer programs.
- Introducing students to IHEs through college visits.
- Fostering and improving parent and family involvement.
- Disseminating information.
- Other activities designed to ensure secondary school completion and postsecondary enrollment for at-risk children.



Implementation Model

Cohort Model only

- Whole-grade
- Public housing

Partnership grants may not implement the priority students model.



Cohort model must begin serving students no later than 7th grade.



Cohort Model

Section 404B(d) of HEA

Whole-Grade Cohort

- The whole-grade model requires that services must be provided to all students in a participating grade level or cohort until that grade level moves on to the next school.
- Serves a participating school that has a 7th grade and at least 50 percent of the students enrolled in the school must be eligible for free or reduced-price lunch .
- Once the cohort moves to another school, a GEAR UP project must continue to provide services to at least those students in the cohort who attend participating secondary schools that enroll a substantial majority of the students in the cohort.



Cohort Model (cont'd)

Public Housing Cohort

- An entire grade level of students, beginning no later than the 7th grade who reside in public housing as defined by the U.S. Housing Act of 1937.
- The Public Housing Agency in your area is the best source for obtaining information regarding which publicly assisted housing facilities are eligible under the GEAR UP program.
- Names and addresses of Public Housing Authorities can be obtained by calling the U.S. Department of Housing and Urban Development (HUD) local offices or through the HUD website at <http://www.hud.gov>.



Scholarships

Sections 404E(d) & 404 E(g) of HEA

- **Optional** for Partnership grants
 - If you opt in, grant must follow same scholarship requirements as State grants, except the 50% required allocation does not apply.
 - See application package for full details.
- Minimum Scholarship Amount =
Minimum Pell amount when the participant goes to college.
- Students eligible for a GEAR UP scholarship:
 - GEAR UP student;
 - Less than 22 years of age;
 - Possess a high school diploma or recognized equivalent; and
 - Enrolled or accepted for enrollment at Institutions of Higher Education (IHE).

Matching Requirements

Section 404C(b) of HEA

- Required to match the federal contribution **dollar-for-dollar**. Specifically, the non-Federal contribution must equal at least **50 percent of the total project costs**.
- Matching may be provided in cash or in-kind and may be accrued over the full duration of the grant award period.
- However, grantees must make substantial progress towards meeting the matching requirement in each year of the grant.



Matching Requirements

- The applicant is the fiscal agent and is responsible for documenting all matching contributions for the entire grant period.
- Applicants must include a budget detailing the source of the matching funds and must provide an outline of the types of matching contributions for at least the first year of the grant in their grant applications.
- Consistent with [2 CFR 200.306\(b\)](#), any matching funds must be an allowable use of funds consistent with the GEAR UP program requirements and the Cost Principles described in [2 CFR part 200 subpart E](#) of the Uniform Guidance, and not included as a contribution for any other Federal award.
- Matching contributions and cost-sharing must be adequately documented and the value of in-kind contributions must be clearly maintained.

Matching Waiver Options

Section 404(C)(b)(2) of HEA

- Partnerships may request a match waiver.
 - Pre-Award.
 - Post-Award.
 - Each has specific eligibility requirements.
 - Must be indicated on Program Profile.

Pre-Award Waiver

§ 694.8 of GEAR UP program regulations

Reduced Match -Up to 75%

- The Secretary may approve an applicant's request for a waiver of up to 75 percent of the matching requirement for up to two years if the applicant demonstrates in its application a significant economic hardship that stems from a specific exceptional or uncontrollable event, such as a natural disaster that has a devastating effect on the members of the partnership and the community in which the project would operate.



Pre-Award Waiver

§ 694.8 of GEAR UP program regulations

Reduced Match -Up to 50%

- The Secretary may approve a Partnership applicant's request for a waiver of up to 50 percent of the matching requirement for up to two years if the applicant demonstrates in its application a pre-existing and an on-going significant economic hardship that precludes the applicant from meeting its matching requirement.



Pre-Award Waiver cont'd

- In determining whether an applicant is experiencing an on-going economic hardship that is significant enough to justify a 50% waiver under this paragraph, the Secretary considers documentation of such factors as:
 - Severe distress in the local economy of the community to be served by the grant (few employers in the local area).
 - Local unemployment rates that are higher than the national average.
 - Low or decreasing revenues for State and County governments in the area to be served by the grant.
 - Significant reductions in the budgets of institutions of higher education that are participating in the grant.
 - Other data that reflect a significant economic hardship for the geographic area served by the applicant.



Pre-Award Waiver cont'd

Reduced Match - 50% for full grant cycle

- At the time of application, the Secretary may provide tentative approval of the applicant's request for a waiver of the match for all remaining years of the project period. Grantees that receive tentative approval of a waiver for more than two years must submit to the Secretary every two years documentation that demonstrates that:
 - The significant economic hardship upon which the waiver was granted still exists; and
 - The grantee tried diligently but unsuccessfully to obtain contributions needed to meet the matching requirement.



Pre-Award Waiver cont'd

Reduced Match -Up to 70%, for full grant cycle

- The Secretary may approve a request by a Partnership applicant of up to 70 percent of the matching requirement. The applicant must meet **all** of the following four criteria:
 - The partnership has three or fewer institutions of higher education as members.
 - A fiscal agent that is eligible to receive funds under Title V, or part B of Title III.
 - Only participating schools with a 7th grade cohort which at least 75 percent of the students are eligible for free or reduced-priced lunch.
 - Only local educational agencies in which at least 50 percent of the students enrolled are eligible for free or reduced-priced lunch.



Pre-Award Waiver cont'd

Reduced Match –Scholarships

- The Secretary may approve a partnership applicant's request in its application to match its contributions to its scholarship fund on the basis of two non-Federal dollars for every one Federal dollar of GEAR UP funds.



Post-Award Waiver

Reduced Match- Up to 50%

- The Secretary may approve a request by a Partnership grantee of up to 50% of the matching requirement for up to two years if the grantee demonstrates:
 - The matching contribution described for those two years in the grantee's approved application are no longer available.
 - The grantee has exhausted all funds and sources of potential contributions for replacing the matching funds.



Post-Award Waiver

Reduced Match – Up to 75%

- The Secretary may approve a request by a Partnership grantee of up to 75% of the matching requirement for up to two years if the grantee demonstrates that matching contributions from the original application are no longer available due to an uncontrollable event, such as a natural disaster that has a devastating economic effect on members of the partnership and the community in which the project would operate.



Program Budget

- Two places to indicate your budget:
 - First Year Budget Narrative
 - Project Budget Summary Form
- Requests for each of years 2 to 7 may not exceed the amount requested in year 1.
- All expenditures must be allowable, allocable, reasonable, and necessary.
- Indirect Costs = limited to entity's negotiated indirect cost rate agreement, or 8% of modified total direct cost base, whichever is less.
(see 34 CFR § 694.11 and 34 CFR § 75.560)
- GEAR UP is a supplement-not-supplant program so grantees must use the restricted indirect cost rate.



First Year Budget Narrative

All applicants must include a budget narrative for each budget line item for the first year, which explains:

- The basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures;
- The basis for how your scholarship total is calculated;
- How the major cost items relate to the proposed activities;
- The costs of evaluation; and
- A detailed description explaining any matching resources provided.



PROJECT BUDGET SUMMARY FORM

FEDERAL FUNDS REQUESTED FROM THE GEAR UP GRANT PROGRAM

Direct Costs:	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL
1. Salaries and Wages								
2. Employee Benefits								
3. Travel								
4. Materials and Supplies								
5. Consultants & Contracts								
6. Other								
A. Total Direct Costs: <i>(Sum of lines 1-6)</i>								
B. Total Indirect Costs*: <i>(cannot be greater than 8% of Total Direct Costs)</i>								
C. Equipment								
D. Scholarships/ Tuition Assistance								
E. TOTAL REQUESTED <i>A + B+ C+D (Enter these figures in Item 7 of the Title Page)</i>								

All items must be addressed in the detailed budget justification

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line B, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement:

From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ___ ED ___ Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: ☐ Is included in your approved Indirect Cost Rate Agreement? or ☐ Complies with 34 CFR 76.564(c)(2)?

The P.B.S.
form is the
official
funding
request
amount, so
please be
accurate!



10 Minute Break



Selection Criteria

34 CFR § 75.210 of EDGAR

<u>Section</u>	<u>Maximum Points</u>
Need	10
Quality of Project Design	30
Adequacy of Resources	15
Quality of Project Personnel	20
Quality of Project Evaluation	25
Total	100



Partnership Project Competitive Preference Priorities

1. Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success (*up to 5 points*)
2. Meeting Student Social, Emotional, and Academic Needs (*up to 5 points*)
3. Moderate Evidence (*3 points*)



Need for the Project - 10 points

In determining the need for the proposed project, the Secretary considers the following factors:

- The data presented (including a comparison to local, State, regional, national, or international data) that demonstrates the issue, challenge, or opportunity to be addressed by the proposed project (up to 4 points);
- The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals (up to 3 points); and
- The extent to which the specific nature and magnitude of gaps or challenges are identified and the extent to which these gaps or challenges will be addressed by the services, supports, infrastructure, or opportunities described in the proposed project (up to 3 points).

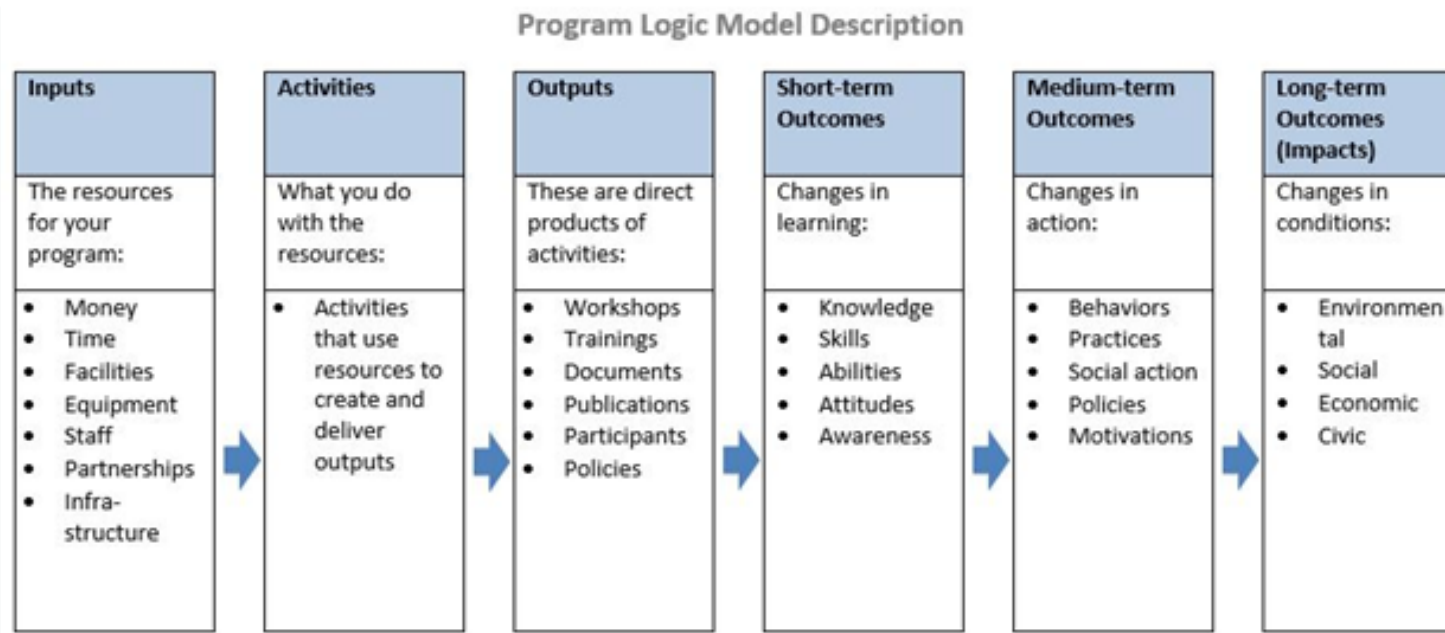


Project Design - 30 points

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

- The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and ambitious yet achievable within the project period, and aligned with the purposes of the grant program (up to 8 points);
- The quality of the logic model or other conceptual framework underlying the proposed project, including how the inputs are related to the outcomes (up to 8 points);

Just an
Example:



Logic
Model!

Project Design – cont'd

- How the applicant will ensure that a diversity of perspectives, including those from underserved populations, are brought to bear in the design, implementation, operation, evaluation, and improvement of the proposed project, including those of parents, educators, community-based organizations, civil rights organizations, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate (up to 7 points); and
- The likelihood that the proposed project will result in systemic change that supports continuous, sustainable, and measurable improvement (up to 7 points).



Adequacy of Resources- 15 Points

In determining the adequacy of resources for the proposed project, the Secretary considers:

- The adequacy of support for the project, including facilities, equipment, supplies, and other resources, from the applicant or the lead applicant organization (up to 5 points);
- The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project (up to 5 points);



Adequacy of Resources, continued

- The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (up to 5 points).



Project Personnel - 20 Points

The Secretary considers the following factors:

- The extent to which the applicant demonstrates that it has project personnel or a plan for hiring of personnel who are members of groups that have historically encountered barriers, or who have professional or personal experiences with barriers, based on one or more of the following: economic disadvantage; disability, living in a rural location; experiencing homelessness or housing insecurity.
(up to 5 points);



Project Personnel - continued

- The extent to which the project director or principal investigator, when hired, has the qualifications required for the project, including formal training or work experience in fields related to the objectives of the project and experience in designing, managing, or implementing similar projects for the target population to be served by the project (up to 5 points);
- The extent to which the key personnel in the project, when hired, have the qualifications required for the proposed project, including formal training or work experience in fields related to the objectives of the project, and represent or have lived experiences of the target population (up to 5 points); and
- The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project (up to 5 points).



Project Evaluation - 25 Points

The Secretary considers the following factors:

- The extent to which the methods of evaluation or other evidence-building include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quality data that are quantitative and qualitative (up to 10 points);
- The extent to which the methods of evaluation or other evidence-building will provide performance feedback and provide formative, diagnostic, or interim data that is a periodic assessment of progress toward achieving intended outcomes (up to 10 points); and



Project Evaluation - continued

- The extent to which the methods of evaluation include an experimental study, a quasi-experimental design study, or a correlational study with statistical controls for selection bias (such as regression methods to account for differences between a treatment group and a comparison group) to assess the effectiveness of the project on relevant outcomes (up to 5 points).



Competitive Preference Priority #1:

Increasing Postsecondary Education Access, Affordability, Completion and Post-Enrollment Success (up to 5 points)

- Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by establishing a system of high-quality data collection and analysis, such as data on persistence, retention, completion, and post-college outcomes, for transparency, accountability, and institutional improvement.



CPP #2: Meeting Student Social, Emotional, and Academic Needs (up to 5 points)

- Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through 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.



CPP #3: Moderate Evidence (3 points)

- Applications supported by evidence that meets the conditions in the definition of “**moderate evidence**” (as defined in the NIA).
- Your CPP narrative should show a *key component* (activity) of your proposed project is supported by moderate evidence and will be carried out in a similar way and can expect similar positive results.
- An applicant may submit up to two study citations that it believes supports the implementation of a GEAR UP authorized activity proposed in the application and that meet the moderate evidence standard.



CPP #3: Moderate Evidence (3 points)

- The CPP for Moderate Evidence will be scored administratively for the Slate of Awards using the citations included in the ***Evidence Form***.
- Your Evidence Form should list up to two citations that are relevant to your project and qualify as moderate evidence (as defined in the NIA), such as a WWC ***Practice Guide*** or a WWC ***Intervention Report*** or a ***publicly available study*** that has been, or can be, reviewed by the WWC.
- Your Evidence Form should describe which finding(s) or recommendations in the citation are relevant to your proposed project's ***activities, outcomes***, and proposed student ***populations*** or service ***settings***.





U.S. Department of Education
Evidence Form

OMB No.
1894-0001 Exp.
07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale

☐ Promising Evidence

☐ Moderate Evidence

☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

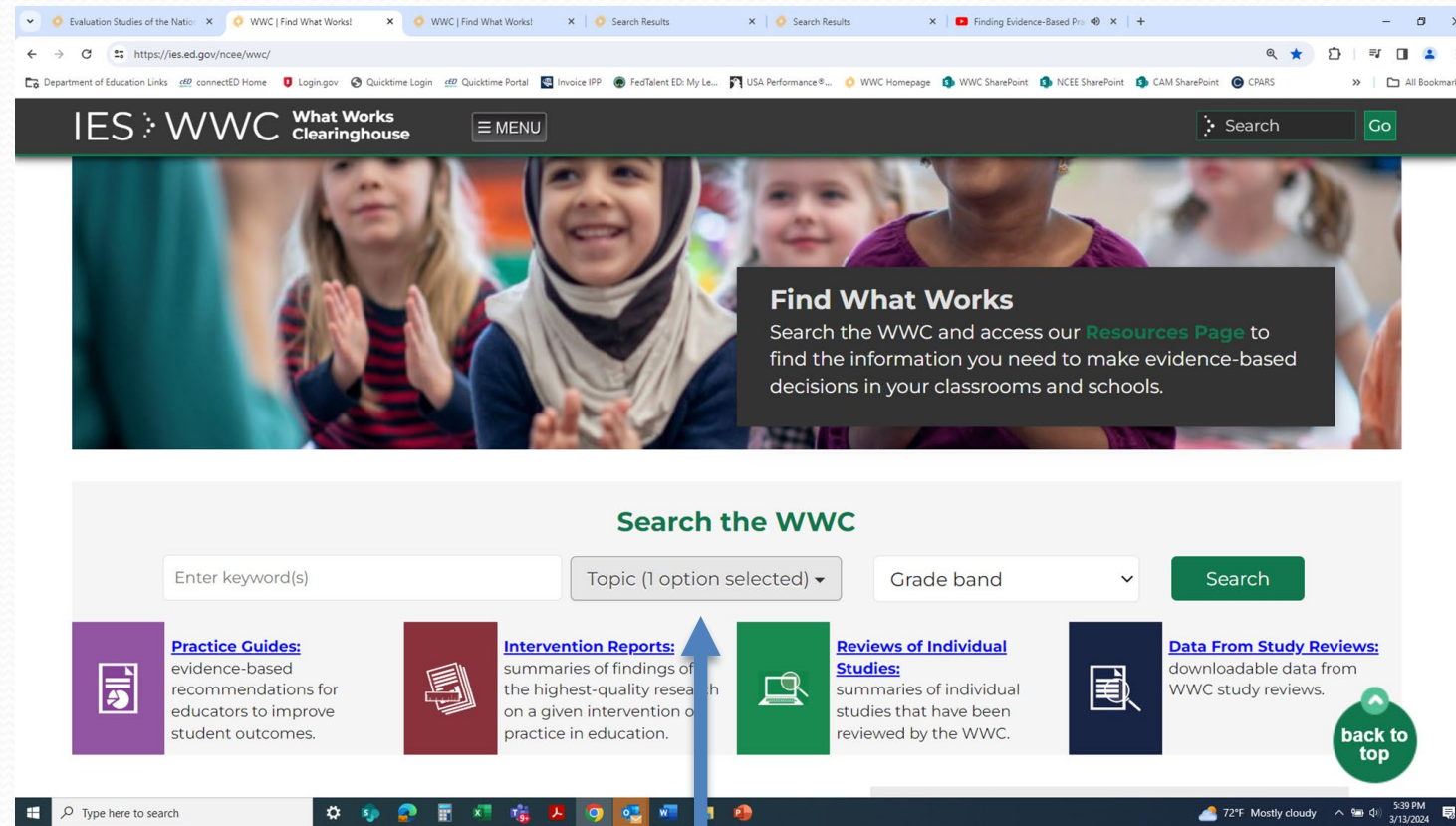
A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings

EXAMPLE: For Demonstration Purposes Only

A. Citation	B. Relevant Finding(s)	C. Overlap of Population and Settings
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing studies and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Resources for Finding Relevant Evidence

- **Logic model resources** from the Regional Educational Laboratories:
<https://ies.ed.gov/ncee/rel/Products>
- **What Works Clearinghouse** website: [WhatWorks.ed.gov](https://ies.ed.gov/ncee/wwc) → <https://ies.ed.gov/ncee/wwc>
- **Video** on “Finding Evidence-Based Practices: Using the What Works Clearinghouse and ERIC”:
https://www.youtube.com/watch?v=LXJutY_rg6w



Search WWC products for strong or moderate evidence on “High School Completion”



Keyword

Enter keyword(s)

Search

Filters

Publication Date

- ☐ Since 2019 (last 5 years) 22
- ☐ Since 2014 (last 10 years) 58
- ☐ Since 2004 (last 20 years) 79
- ☐ Since 1974 (last 50 years) 80

Topic

- ☐ Literacy 8
- ☐ STEM 6
- ☐ Social Emotional Learning and Behavior 3
- ☐ Teachers and School Leaders 2
- ☐ School Choice 4
- ☒ High School Completion 80
- ☐ College Readiness and Completion 7
- ☐ Career and Technical Education 3

Populations

- ☐ Children and Youth with Disabilities 1

Product Type

- ☒ Practice Guide 1
- ☒ Intervention Report 7
- ☒ Reviews of Individual Studies 72

Grade Level

- ☐ Elementary School (K-5) 5
- ☐ Middle School (6-8) 8
- ☐ High School (9-12) 67

Search Results

80 Results filtered by:

Product Type	Grade Level	Highest Evidence Tier	Name (Release Date)
Practice Guide	6-12	TIER 1 STRONG	Preventing Dropout in Secondary Schools (September 2017) This practice guide provides school educators and administrators with four evidence-based recommendations for reducing dropout rates in middle and high schools and improving high school graduation rates. Each recommendation provides specific, actionable strategies; examples of how to implement the recommended practices in schools; advice on how to...
Intervention Report	PS	TIER 1 STRONG	Dana Center Mathematics Pathways (Developmental Education) (June 2021) Dana Center Mathematics Pathways offers multiple math pathways aligned to programs of study, accelerated enrollment in credit-bearing college math courses, integrated student supports, and math instruction that incorporates evidence-based curricula and pedagogy.
Intervention Report	PS	TIER 1 STRONG	Accelerated Study in Associate Programs (ASAP) (Supporting Postsecondary Success) (November 2019) ASAP is a three-year program that is designed to remove barriers to college success and completion for students seeking associate degrees. ASAP offers students financial, academic, and personal supports. ASAP students are required to enroll full time and are encouraged to take any required developmental education courses in the first semester.
Intervention Report	5-12	TIER 1 STRONG	Knowledge is Power Program (KIPP) (Charter Schools) (January 2018) The Knowledge is Power Program (KIPP) is a nationwide network of free open-enrollment college-preparatory schools in under-resourced communities throughout the United States. KIPP schools are usually established under state charter school laws and KIPP is America's largest network of charter schools. KIPP aims to prepare poor and minority...
Intervention Report	9-12	TIER 1 STRONG	Dual Enrollment Programs (Transition to College) (February 2017) Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment...
Intervention Report	10-12	TIER 1 STRONG	ACT/SAT Test Preparation and Coaching Programs (Transition to College) (October 2016) Test preparation programs—sometimes referred to as test coaching programs—have been implemented with the goal of increasing student scores on college entrance tests. They generally (a) familiarize students with the format of the test; (b) introduce general test-taking strategies (e.g., get a good night's sleep); (c) introduce specific test-taking strategies (e.g., wheth... First Year Experience Courses (Supporting Postsecondary Success) (July 2016)

Search WWC products for strong or moderate evidence on “College Readiness and Completion”



Keyword

Enter keyword(s)

Search

Filters

Publication Date

- ☐ Since 2019 (last 5 years) 13
- ☐ Since 2014 (last 10 years) 19
- ☐ Since 1974 (last 50 years) 20

Topic

- ☐ Social Emotional Learning and Behavior 1
- ☐ High School Completion 7
- ☒ College Readiness and Completion 20
- ☐ Career and Technical Education 3

Populations

- ☐ Children and Youth with Disabilities 1

Product Type

- ☒ Practice Guide 4
- ☒ Intervention Report 3
- ☒ Reviews of Individual Studies 13

Grade Level

- ☐ Elementary School (K-5) 1
- ☐ Middle School (6-8) 1
- ☐ High School (9-12) 12
- ☐ Postsecondary 16
- ☐ Adult 1

Evidence Tier

Search Results

20 Results filtered by:

Product Type	Grade Level	Highest Evidence Tier	Name (Release Date)
Practice Guide	PS	TIER 1 STRONG	Effective Advising for Postsecondary Students (October 2021) This practice guide provides four evidence-based recommendations for designing and delivering comprehensive, integrated advising to support students' educational success.
Practice Guide	PS	TIER 2 MODERATE	Designing and Delivering Career Pathways at Community Colleges (March 2021) This practice guide provides community colleges with five specific recommendations for supporting occupational skills training through career pathways.
Practice Guide	PS	TIER 2 MODERATE	Using Technology to Support Postsecondary Student Learning (May 2019) This practice guide provides higher education instructors, instructional designers, administrators, and other staff with five recommendations for supporting learning through the effective use of technology.
Practice Guide	PS	TIER 2 MODERATE	Strategies for Postsecondary Students in Developmental Education-A Practice Guide for College and University Administrators, Advisors, and Faculty (November 2016) This practice guide presents six evidence-based recommendations for college and university faculty, administrators, and advisors working to improve the success of students academically underprepared for college. Each recommendation includes an overview of the practice, a summary of evidence used in support of the evidence rating, guidance on how to carry...
Intervention Report	PS	TIER 1 STRONG	Project QUEST (Postsecondary Career and Technical Education (CTE) Interventions) (November 2021) Project QUEST (Quality Employment through Skills Training) provides comprehensive support services to help participants complete occupational training programs at local community colleges and professional training institutes, pass certification exams, and obtain well-paying jobs in targeted sectors of the local economy.
Intervention Report	PS	TIER 1 STRONG	Year Up (Postsecondary Career and Technical Education (CTE) Interventions) (November 2021) Year Up provides six months of occupational and technical training in the information technology and financial service sectors followed by six-month internships, together with other supports that ensures students have strong connections to employment.
Intervention Report	PS	TIER 2 MODERATE	Growth Mindset (Supporting Postsecondary Success) (January 2022) Growth Mindset interventions aim to improve college persistence and academic achievement by encouraging students to view intelligence as a "malleable" characteristic that grows with effort, and to develop academic...

Requirements for a WWC Practice Guide

Providing *Strong Evidence* or *Moderate Evidence*

Characteristic	Strong Evidence	Moderate Evidence
Evidence base (under version 2.1 or higher of the <i>WWC Handbook</i>) for practice recommendation cited to show the effectiveness of a proposed project component on a relevant outcome	<i>“Strong evidence”</i> base	<i>“Strong evidence”</i> base <u>or</u> <i>“moderate evidence”</i> base
Overlap with proposed populations/settings	Overlap with <u>both</u> required	Overlap with <u>either</u> required



Requirements for a WWC Intervention Report Providing *Strong Evidence* or *Moderate Evidence*

Characteristic	Strong Evidence	Moderate Evidence
Intervention report effectiveness rating (under version 2.1 or higher of the <i>WWC Handbook</i>) for the effect of a proposed project component on a relevant outcome	<i>“Positive effect,”</i> with no reporting of a <i>“negative effect”</i> or <i>“potentially negative effect”</i>	<i>“Positive effect”</i> <u>or</u> <i>“potentially positive effect,”</i> with no reporting of a <i>“negative effect”</i> or <i>“potentially negative effect”</i>
Extent of evidence	<i>Medium to large:</i> 2 or more studies with a combined sample of at least 350 individuals	
Overlap with proposed populations/settings	Overlap with <u>both</u> required	Overlap with <u>either</u> required



Requirements for Individual Studies Reviewed by the WWC

Providing *Strong Evidence* or *Moderate Evidence*

Characteristic	Strong Evidence	Moderate Evidence
WWC study rating (under version 2.1 or higher of the WWC Handbook)	<i>Meets standards without reservations</i>	<i>Meets standards with reservations</i> or <i>Meets standards without reservations</i>
Study findings for the effect of a proposed project component on a relevant outcome	<i>Statistically significant</i> <u>and</u> <i>positive</i> (favorable) for at least one relevant outcome , with no <i>overriding</i> statistically significant and <i>negative</i> effects on relevant outcomes reported in the study or in a corresponding WWC intervention report (under version 2.1 or higher of the WWC Handbook)	
Study sample (alone or in a combination of studies)	<i>Large sample</i> (350+ individuals) <u>and</u> <i>multi-site sample</i> (e.g., >1 State, county, city, district, or campus)	
Overlap with proposed populations/settings	Overlap with <u>both</u> required	Overlap with <u>either</u> required



Recommended Formatting

- 65 page narrative, plus up to 3 pages per CPP.
- **Double-spaced** (no more than three lines per vertical inch) all text in the application narrative, excluding titles, headings, footnotes, quotations, references, captions as well as all text in charts, tables, figures, and graphs.
- Use a font that is either **12 point** or larger
- Use **Times New Roman, Courier, Courier New or Arial.**



Departmental Standard Attachments (Forms, Assurances, and Certifications)

Required!

- Application for Federal Assistance (SF-424).
- Department of Education Supplemental Information for SF-424.
- GEPA Section 427 Requirement ***New Questions*.
- Grants.gov - Lobbying form (formerly ED form 80-0013).
- Disclosure of Lobbying Activities (SF-LLL).
- Evidence Form.

Program-Specific Forms

- ED Abstract Form (one-page maximum).
- Project Narrative Form (Selection Criteria and Priorities).
- Applicant Organization Identification Form and Cost Share Worksheet.
- Partner Identification Form(s) and Cost Share Worksheet(s).
- Program Profile Form.
- Project Budget Summary Form.
- First-Year Budget Narrative Document.



Required!



Program Profile

- All critical elements of the application summarized here.
- Critical to Department's processing of applications.
- Includes:
 - Partners
 - Attach partner agreement summary
 - CPPs
 - Cohort Model
 - Target Schools
 - Number of Students Served
 - Services Provided
 - Federal Funds Requested
 - Matching Funds
 - Waiver request, if applicable
 - Indirect Cost Rate

Project Budget Summary Form

- Both Federal and Non-Federal Sides!
- Our official recording of your requested funding

PROJECT BUDGET SUMMARY FORM

This form presents the amount of Federal funding requested and non-Federal contributions for the entire 6- or 7-year project performance period. **Applicants must fill out and submit both sections (Federal and non-Federal) of the form.**

<u>PART I – FEDERAL FUNDS REQUESTED</u>								
Category	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	Total
1. Salaries and Wages								
2. Employee Benefits								
3. Travel								
4. Materials and Supplies								
5. Consultants and Contracts								
6. Other								
A. Total Direct Costs <i>(Sum of lines 1-6)</i>								
B. Total Indirect Costs <i>(Cannot be greater than 8% of Total Direct Costs)</i>								
C. Equipment								
D. Scholarships/ Tuition Assistance								
TOTAL COMMITMENT <i>(Lines A+B+C+D)</i>								*

Important Note: Please do not include a requested amount of Federal funds in years two through six or seven that is more than the amount that is requested in Year 1.

First Year Budget Narrative

FIRST-YEAR BUDGET NARRATIVE FORM

Please provide a written narrative for each budget line item, which explains: (1) the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major cost items relate to the proposed activities; and (3) the costs of evaluation.

Direct Cost	Federal Funds Requested for Year 1	Non-Federal Contributions for Year 1
1. Salaries and Wages		
2. Employee Benefits		
3. Travel		
4. Materials and Supplies		
5. Consultants and Contracts		
6. Other		
A. Total Direct Costs: <i>(Sum of lines 1-6)</i>		
B. Total Indirect Costs: <i>(cannot be greater than 8% of Total Direct Costs)</i>		
C. Equipment		
D. Scholarships/ Tuition Assistance		
<u>TOTAL REQUESTED</u> <i>(A+B+C+D)</i>		

This table can be expanded, if necessary.

Electronic Submission

- Submission of applications through Grants.gov, <http://www.grants.gov>.
- Grants.gov technical support: support@grants.gov or 1-800-518-4726.
- Follow all submission directions in the NIA and the Common Instructions.
- Your application has to be submitted by 11:59:59 p.m. (Eastern Time) on February 3, 2025.
- Request a waiver for electronic submission.
- Applications must be submitted in PDF.

Be sure to make sure your institution's UEI number is active in SAM.gov!

Application Process

- Submit application via www.Grants.gov.
- A panel of peer 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.
- Scores from the three reviewers will be averaged to determine one numeric score for the application.
- Final scores are ranked in order, highest to lowest.
- All successful applicants will receive a six or seven year grant award.

Timeline

- Notice Inviting Applications published: November 20, 2024.
- Deadline date for submission of applications: February 3, 2025.
- Technical Review Process – May 2025.
- Announcement of awards – June/July 2025.

Questions and Answers

