



Postsecondary Student Success Program

Pre-Application & Technical
Assistance Webinar

Program Purpose:

To promote postsecondary completion for students close to completion, who are:

- ▶ currently enrolled in higher education,
- ▶ students who are no longer enrolled because of challenges they faced during the COVID-19 pandemic and close to completion,
- ▶ or both.

Estimated Award Size:

- ▶ Estimated Range of Awards: \$600,000 to \$1,000,000 for 24 months.
- ▶ Estimated Average Size of Awards: \$800,000 for 24 months.
- ▶ Estimated Number of Awards: 5-8.

Important Dates:

- ▶ Applications Available: August 12, 2022
- ▶ **Submission Deadline: October 11, 2022**
- ▶ Intergovernmental Review: December 12, 2022

Program Requirements:

▶ Eligibility:

- ▶ Minority-Serving Institutions (MSIs) or
- ▶ Institutions that educate a large portion of low-income students.

▶ Absolute Priority:

- ▶ Projects designed to improve postsecondary student outcomes.
- ▶ Supported by promising evidence, per 34 CFR 77.1(c)
- ▶ Identify which activity/components meet the promising evidence standard
- ▶ Include a logic model that shows how proposed activities link to outcomes expected.

Program Requirements (cont.):

- ▶ Other Requirement: This program uses the waiver authority of section 437(d)(1) of GEPA to require applicants to specify the IHE's annual percentage of stop-out students for academic years 2017-2021. ***This information must be included in the program abstract.***
- ▶ Evaluation: This program uses the waiver authority of section 437(d)(1) of GEPA to require a grantee to conduct an independent evaluation of the effectiveness of its project.

Absolute Priority:

- ▶ Projects that are designed to improve postsecondary student outcomes and that are supported by evidence that meets the conditions in the definition of “promising evidence” (as defined in 34 CFR 77.1(c)).
- ▶ Applicants must identify one or more of the proposed activities (project components) that meet the promising evidence standard and include a logic model that demonstrates the relationship between such proposed activities and the relevant outcomes the project is designed to achieve.

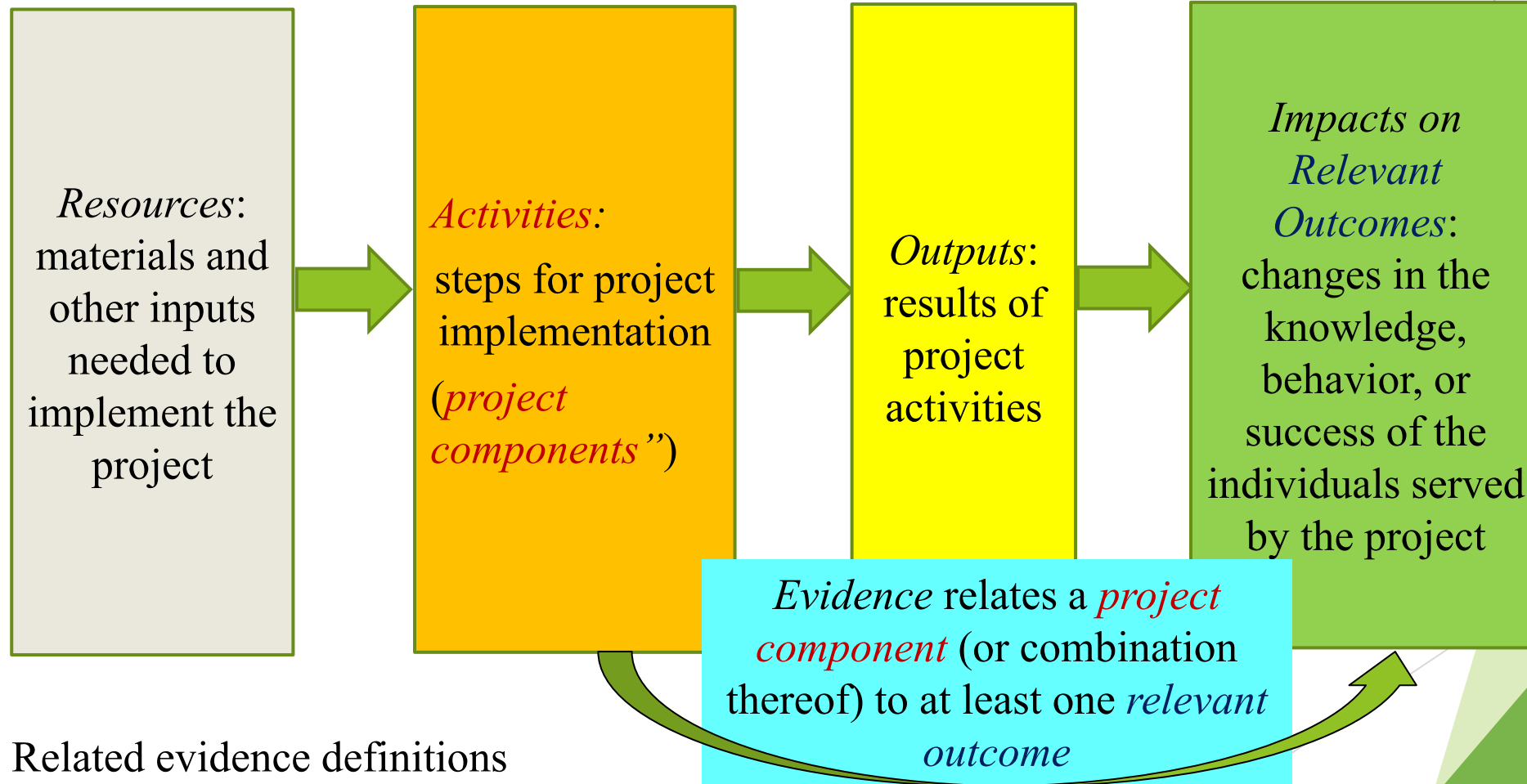
What Is A Logic Model?

A *logic model*—also referred to as a *theory of action*—means a framework that identifies key *project components* of the proposed project—that is, the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes—and describes the theoretical and operational relationships among the key project components and *relevant outcomes*.

NOTE: In developing logic models, applicants may want to use resources such as the Pacific Education Laboratory’s Logic Model Application (<https://ies.ed.gov/ncee/rel/products/resource/100677>).

A Logic Model Relates Project Activities to Relevant Outcomes

Logic model [theory of action] framework from “Logic Models: A Tool for Effective Program Planning, Collaboration, and Monitoring,” <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2014025>



Related evidence definitions are included in 34 CFR 77.1

Promising Evidence Means...

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

- (i) A practice guide prepared by What Works Clearinghouse (WWC) reporting a “strong evidence base” or “moderate evidence base” for the corresponding practice guide recommendation;
- (ii) An intervention report prepared by the WWC reporting a “positive effect” or “potentially positive effect” on a relevant outcome with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or
- (iii) A single study assessed by the Department, as appropriate, that—
 - (i) Is an experimental study, a quasi-experimental design study, or a well-designed and well-implemented correlational study with statistical controls for selection bias (e.g., a study using regression methods to account for differences between a treatment group and a comparison group); and
 - (ii) Includes at least one statistically significant and positive (i.e., favorable) effect on a relevant outcome.

Criteria for *WWC Practice Guides* Providing Strong, Moderate, or Promising Evidence

<https://ies.ed.gov/ncee/wwc/PracticeGuides>

Practice Guide Criterion	Tier 1 Strong Evidence	Tier 2 Moderate Evidence	Tier 3 Promising Evidence
<i>WWC Procedures and Standards Handbook</i> version	Version 2.1 or higher (released in 2011 or later)	Version 2.1 or higher (released in 2011 or later)	Any version
Practice guide's characterization of the evidence base for relevant practice recommendation	"Strong Evidence"	"Strong Evidence" or "Moderate Evidence"	"Strong Evidence" or "Moderate Evidence"
Overlap with proposed project's	Populations <u>and</u> settings	Populations <u>or</u> settings	Not specified

NOTE: Any evidence qualifying as "Strong" (Tier 1) evidence, or "Moderate" (Tier 2) evidence can also satisfy a requirement for "Promising" (Tier 3) evidence.

Criteria for *WWC Intervention Reports* Providing Strong, Moderate, or Promising Evidence

<https://ies.ed.gov/ncee/wwc/Publication>

Intervention Report Criterion	Tier 1 Strong Evidence	Tier 2 Moderate Evidence	Tier 3 Promising Evidence
<i>WWC Procedures and Standards Handbook</i> version	Version 2.1 or higher	Version 2.1 or higher	Any version
Effectiveness rating for relevant outcome domain	Positive effects, with no rating of negative effects or potentially negative effects	Positive effects or potentially positive effects, with no rating of negative effects or potentially negative effects	Positive effects or potentially positive effects, with no rating of negative effects or potentially negative effects
Extent of evidence	Medium to large, from 2+ studies including 350+ individuals	Medium to large, from 2+ studies including 350+ individuals	Not specified
Overlap with proposed project's	Populations <u>and</u> settings	Populations <u>or</u> settings	Not specified

NOTE: Any evidence qualifying as “Strong” (Tier 1) evidence, or “Moderate” (Tier 2) evidence can also satisfy a requirement for “Promising” (Tier 3) evidence.

Criteria for *Individual Studies* Providing Strong, Moderate, or Promising Evidence

<https://ies.ed.gov/ncee/wwc/ReviewedStudies>

Study Criterion	Tier 1 Strong Evidence	Tier 2 Moderate Evidence	Tier 3 Promising Evidence
Types of qualifying study designs	Experimental studies: randomized controlled trials (RCTs); regression discontinuity designs (RDDs); and single-case designs (SCDs)	Experimental studies (RCTs, RDDs, or SCDs); and quasi-experimental design studies (QEDs)	Experimental studies (RCTs, RDDs, or SCDs); QEDs; and other designs with statistical controls for selection bias
Minimum WWC study rating	<i>Meets WWC Standards [version 2.1 or higher] without Reservations</i>	<i>Meets WWC Standards [version 2.1 or higher] with Reservations</i>	Not specified
Relevant finding	Statistically significant and positive	Statistically significant and positive	Statistically significant and positive
Multi-site sample and large sample	More than one school, district, or state and 350+ individuals	More than one school, district, or state and 350+ individuals	Not specified
Overlap of	Populations <u>and</u> settings	Populations <u>or</u> settings	Not specified

NOTE: Any evidence qualifying as “Strong” (Tier 1) evidence, or “Moderate” (Tier 2) evidence can also satisfy a requirement for “Promising” (Tier 3) evidence.

Selection Criteria Summary:

Selection Criteria: The selection criteria are from 34 CFR 75.210. An applicant may earn up to a total of 100 points based on the selection criteria.

- ▶ (a) Need for Project. (15 points)
- ▶ (b) Significance. (10 points)
- ▶ (c) Quality of the Project Design. (5 points)
- ▶ (d) Quality of Project Services. (30 points)
- ▶ (e) Quality of the Management Plan. (10 points)
- ▶ (f) Quality of the Project Evaluation. (30 points)

Need for Project

Maximum 15 points

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

- ▶ (i) The magnitude or severity of the problem to be addressed by the proposed project. (Up to 10 points)
- ▶ (ii) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (Up to 5 points)

Need for Project; Questions to Consider:

- ▶ To what extent is the institution aware of the issue regarding “stop out” student?
- ▶ Based on the institutional data, how is the institution responding to the issue regarding students that leave the institution?
- ▶ To what extent has the institution assessed its capacity to reengage students?

Significance

(Maximum of 10 points)

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

(i) The likelihood that the proposed project will result in system change or improvement. (Up to 5 points)

(ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population. (Up to 5 points)

Significance; Questions to Consider:

- ▶ What changes will occur at the institution if the services and project to be supported by this grant are implemented?
- ▶ How will student benefit from the services to be provided?
- ▶ How will any institutional barriers be mitigated in support of reenrolling students?

Quality of the Project Design

(Maximum 5 points)

In determining the quality of the design of the proposed project, the Secretary considers the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(Up to 5 points)

Quality of the Project Design; Questions to Consider:

- ▶ What will change as a result of this funding?
- ▶ Have you included S.M.A.R.T objectives? (Specific, Measurable, Attainable, Relevant, and Time-bound)

Quality of Project Services

(Maximum 30 points)

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 10 points)

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 those services. (Up to 10 points)

- ▶ (ii) The likelihood that the services to be provided by the proposed project will lead to improvements in the skills necessary to gain employment. (Up to 10 points)

Quality of Project Services; Questions to Consider

- ▶ What are the specific measures that your institution will take to ensure underrepresented students will have access to the services provided by this grant?
- ▶ How do the services to be provided align with the identified needs?
- ▶ How will the institution determine if the services to be implemented will lead to improvements in the skills necessary to gain employment?

Quality of the Management Plan

Maximum 10 points)

In determining the quality of the management plan for the proposed project, the Secretary considers 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 10 points)

Quality of the Management Plan; Questions to Consider

- ▶ Are the roles and responsibilities of the individuals responsible for implementing the funded project included in the application?
- ▶ How will the project be managed?
- ▶ Who will be responsible?
- ▶ How is leadership involved?
- ▶ Are milestones identified in the application?

Quality of the Project Evaluation

(Maximum 30 points)

In determining the quality of the evaluation, the Secretary considers the following factors:

- (i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (Up to 5 points)
- (ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (Up to 5 points)
- (iii) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards **with or without reservations** as described in the What Works Clearinghouse Handbook (as defined in 34 CFR 77.1(c)). (Up to 20 points)

Quality of the Project Evaluation; Questions to Consider:

- ▶ Who will be your *project evaluator*?
- ▶ Have you identified the *project components* (services) to be evaluated?
- ▶ Have you identified *relevant outcomes* for the evaluation?
- ▶ What *study design eligible for WWC review* will you use to form a *comparison group*, such as a randomized controlled trial (RCT), regression discontinuity design (RDD), or quasi-experimental design (QED)?
- ▶ What are your qualitative and quantitative *data sources* to measure project implementation (e.g., fidelity) and relevant outcomes and implement your study design (e.g., baseline measures for a QED)?
- ▶ What is the *evaluation timeline*?

Performance Measures:

From 34 CFR 75.110

- a) Number and percentage of stopped-out students who reenrolled at the institution.
- b) Number and percentage of stopped-out students who were served by the grant and who reengaged and earned a certificate, an associate degree, or a bachelor's degree.
- c) Number and percentage of currently enrolled students who were served by the grant and who were still enrolled at the institution in the following academic year.
- d) Number and percentage of currently enrolled students who were served by the grant and who earned a certificate, an associate degree, or a bachelor's degree.

Resources to Help Project Evaluations Meet WWC Standards

1. WWC Website: whatworks.ed.gov or <https://ies.ed.gov/ncee/wwc/>
2. WWC Handbooks: <https://ies.ed.gov/ncee/wwc/Handbooks>
3. Online Training: <https://ies.ed.gov/ncee/wwc/OnlineTraining>
4. Resources for Study Authors: <https://ies.ed.gov/ncee/wwc/Resources/ResourcesForStudyAuthors>
5. Technical Assistance Materials for Conducting Rigorous Impact Evaluations: <https://ies.ed.gov/ncee/projects/evaluationTA.asp>
6. Technical Assistance Contractors Funded by the Department

Questions?

Tiebreaker:

- ▶ If there is more than one application with the same score and insufficient funds to fund all the applications with the same ranking, **the application with the highest percentage of degree/certificate-seeking undergraduate students who are Pell grant recipients will be funded.**

Remember to include this information in your Abstracts

Grants.gov

- ▶ All applications must be submitted via Grants.gov.
- ▶ Please visit the Grants.gov site (<https://www.grants.gov/>) for guides and instructions on application submission, under Applicants.

Program Contacts:

► Competition Manager: **Nemeka Mason**

Telephone: (202) 453-5650

Email: Nemeka.Mason@ed.gov.

► Additional Contact: **Nalini Lamba-Nieves**

Telephone: (202) 453-7953

Email: Nalini.Lamba-Nieves@ed.gov.

Email is the best mode of contact.



Thank you!