



**DEVELOPING HISPANIC-SERVING
INSTITUTIONS PROGRAM (DHSI)
TITLE V, PART A
FY 2023 GRANT COMPETITION**

PRE-APPLICATION
TECHNICAL ASSISTANCE WEBINAR

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WELCOME!

- ▶ **Note! The Notice Published in the Federal Register is your official guide for submitting an application.**

BEFORE WE BEGIN...

Purpose of the Workshop

The FY 2023 Grant Competition

The Review Process

Overview of the DHHS, Title V, Part A program

Eligibility

Planning your Project

Selection Criteria

Competitive Preference Priorities

Performance Measures

Applying via Grants.gov

Applicable Definitions and Acronyms

Frequently Asked Questions and Answers

Final Tips for Applicants

AGENDA

- ▶ To familiarize applicants with the DHSI program and its requirements
- ▶ To ensure applicants understand the application process
- ▶ To familiarize applicants with Grants.gov system
- ▶ To familiarize applicants with how the competition works
- ▶ To ensure applicants are fully equipped with information needed to apply successfully

ED's **mission** is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

PURPOSE OF THE WORKSHOP



FY 2023 DHSI Grant Competition

FY 2023 GRANT COMPETITION

- Notice Inviting Applications published in Federal Register on April 14, 2023.
- Application deadline June 13, 2023, 11:59:59pm EST.
- Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 27, 2021 (86 FR 73264)
- Institutions may submit and be awarded one (1) Individual Development Grant. No Cooperative grants awarded this year.
- Estimated available funds: approx. \$38 million
- Estimated number of awards: 65
- Maximum amount for a grant is \$600,000 per year.
- Performance period is 5 years.
- Performance period begins: October 1, 2023 & ends: Sept. 30, 2028

One Invitational Priority;

Two CPPs- Respond to 1,
both, or none

Page limit and formatting
Recommended, not required

Notice of Intent to Apply

OTHER COMPETITION HIGHLIGHTS



How The Review Process Works

APPLICATION REVIEW PROCESS

1. Applications are received in electronic format via grants.gov.
2. Qualified Reviewers (readers) are selected by the Program Office to evaluate and score grant applications.
3. Each reviewer receives comprehensive training.
4. Panels consisting of 3 non-federal reviewers and a Panel Monitor are created.
5. Each reviewer is responsible for reading and evaluating up to 10 applications.
6. Reviewers read applications individually to assess quality of responses to Selection Criteria.
7. Panel discussions are conducted - Reviewers rate and score applications. *Full consensus is not required.
8. Review will be held virtually this year.
9. After all scores and comments are finalized, the Program Office develops a "Rank Order Slate of New Awards."
10. Notifications to Congress and to institutions are made.



Overview of the Program

- 
- ▶ To expand educational opportunities for, and improve the academic attainment of Hispanic students;
 - ▶ To expand and enhance the academic offerings, program quality, and institutional stability of the colleges and universities that educate the majority of Hispanic students.

PURPOSE OF DHSI TITLE V, PART A

1. Program Statute

2. EDGAR- 34 CFR Parts 75, 77, 79, 82, 84, 86, 97, 98, and 99

3. EDGAR- 34 CFR Part 606

4. The OMB Guidelines to Agencies on Government-wide Debarment and Suspension- 2CFR 180, as adopted and amended in 2 CFR part 3474

5. The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended in 2 CFR part 3474

APPLICABLE REGULATIONS

Allowable Activities

1. Faculty/staff development
2. Curriculum revision, expansion, & development
3. Purchase equipment, books, other educational materials
4. Improve instructional facilities (construction, maintenance, and renovation)
6. Tutoring, counseling, & other student service programs
7. Strengthen administrative and funds management systems
8. Expand Hispanic and underrepresented graduate and professional students served by expanding courses/resources
9. Establish or improve a development office to strengthen private contributions
10. Create or improving facilities for distance learning programs
11. Teacher education programs
12. Endowment fund
13. Community outreach programs to encourage elementary/secondary school students to pursue postsecondary education
14. Other proposed activities that are approved to carry out the purposes of title V

The HEA of 2008 authorized additional activities to include:

Activities to improve student services, including innovative and customized instruction courses designed to help retain students.

Articulation agreements and student support programs designed to facilitate the transfer of students from 2-year to 4-year institutions.

Providing education, counseling services, or financial information designed to improve the financial and economic literacy of students or their families.

HIGHER EDUCATION ACT (HEA) AMENDMENTS

Use up

Use up to 20% of total of annual budget

Match

Match dollar-for-dollar with non-federal funds before you can draw down Title V fund

Invest

Invest both grant and matching funds for 20 years.

- Note: Up to $\frac{1}{2}$ of the interest may be spent during the 20 years.

ENDOWMENT FUND

TITLE V FUNDS CANNOT BE USED TO SUPPORT



- ▶ Activities inconsistent with applicable State higher education plans;
- ▶ Activities or services that constitute religious instruction/worship;
- ▶ Activities provided by a school or department of divinity. For the purpose of this provision, a “school or department of divinity” means an institution/department of an institution, whose program is solely to prepare students to become ministers of religion or to enter into some other religious vocation.
- ▶ Activities that are operational rather than developmental (NO INDIRECT COSTS);
- ▶ Payment of any portion of the salary of a president, VP, or equivalent officer who has college-wide administrative authority to fill a position under the grant;
- ▶ Instruction in the institution's standard courses as indicated in the institution's catalog.
- ▶ Purchase of standard office furniture for the Institution.
- ▶ Developing or improving non-degree or non-credit courses other than basic skills development courses;
- ▶ Costs of organized fund-raising solely to raise capital or obtain contributions;
- ▶ Costs of promoting the institution and student recruitment to the institution such as publications, advertisements, literature, and college fairs;
- ▶ Services to high school students, unless they encourage such students to develop skills/interest to pursue postsecondary education.
- ▶ Developing or improving community-based services or programs, unless they provide academic-related experiences or academic credits toward a degree for degree students, or, unless it is a program or service to encourage elementary & secondary school students to develop the skills/interest to pursue postsecondary education.
- ▶ Direct payment of student transportation to the institution or childcare



Title V Eligibility

- ▶ **HISPANIC-SERVING INSTITUTION.** -- The term “Hispanic-Serving institution” means an institution of higher education that—
- ▶ (A) is an eligible institution; and
- ▶ (B) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students

HSI-DEFINITION

THE ELIGIBILITY PROCESS

1. Designation of Eligibility for Title III & V

- Announced in Federal Register on Jan. 17, 2023;
- There was a link in Notice to confirm Eligibility;
- Enrollment and fiscal data based on 2020-2021 year;
- Deadline for submission of applications and exemptions (waivers) was Feb. 27, 2023.

2. HSI Assurance for Title V

- 25% Undergraduate Hispanic student FTE
- IPEDS final 2020-2021 school year data and IPEDS provisional data for 2021-2022 school year reviewed;
- Applicants provide HSI assurance on **Program Profile Form found in application booklet.**
- Assurance is mandatory for Title V Program specific eligibility.

WHO'S ELIGIBLE TO APPLY?

IF YOU MET THE HSI DEFINITION AND HAVE A CURRENT GRANT UNDER ONE OR MORE OF THESE **TITLE III, PARTS A & B** PROGRAMS, YOU **MAY NOT** APPLY (UNLESS THE GRANT CLOSES ON 9/30/23)



- ▶ Strengthening Institutions Program (SIP)
- ▶ Alaska Native and Native Hawaiian (ANNH)(84.031N and 84.031W)
- ▶ American Indian Tribally Controlled Colleges and Universities (TCCU) (84.031T)
- ▶ Asian American and Native American Pacific Islander-Serving Institutions Program (AANAPISI) (84.031L)
- ▶ Native American Serving Non-Tribal Institutions Program (NASNTI) (84.031X)
- ▶ Predominantly Black Institutions (PBI) (84.031P)
- ▶ Strengthening Historically Black Colleges and Universities (HBCU) (84.031B)
- ▶ Strengthening Historically Black Graduate Institutions Program (84.031B)

IF YOU MET THE HSI DEFINITION AND HAVE A CURRENT GRANT UNDER THESE PROGRAMS, YOU MAY APPLY.



- ▶ Title V, Part A, DHSI
- ▶ Title V, Part B, PPOHA
- ▶ Title III, Part F programs including HSI STEM
- ▶ Title III, Part E, MSEIP
- ▶ Title VII, Part A programs



QUESTIONS



Invitational Priority, Selection Criteria, & Competitive Preference Priorities



Invitational Priority
(Response is Optional.-0 points)

► For FY 2023 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority. Under 34 CFR 75.105(c)(1), we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

► This priority is:

► Addressing the Impact of COVID-19 on Students, Educators, and Faculty.

► Projects that are designed to address the impacts of the COVID-19 pandemic, including impacts that extend beyond the duration of the pandemic itself, on the students most impacted by the pandemic, with a focus on underserved students and the educators who serve them, through **one or more** of the following priority areas:

► (a) Providing resources and supports to meet the basic, fundamental, health and safety needs of students and educators.

► (b) Addressing educator, faculty, and staff well-being.

► (c) Using evidence-based instructional approaches or supports to assist individuals who did not enroll in, withdrew from, or reduced course loads in postsecondary education or training programs due to COVID-19 to enroll in, remain enrolled in, and complete credit-bearing coursework and earn recognized postsecondary credentials.

Eight (8) Selection Criteria:

Total Possible Score

a. Comprehensive Development Plan	25
b. Project Design	15
c. Activity Objectives	10
d. Implementation Strategy	20
e. Project Management Plan	10
f. Key Personnel	5
g. Evaluation Plan	10
h. Budget	<u>5</u>

Total possible points = 100

Invitational Priority 0

Competitive Preference Priority 1 5

Competitive Preference Priority 2 5

Total possible points for CPPs 10

TOTAL POSSIBLE SCORE = 110



The order of the Selection Criteria as stated in the Notice Inviting Applicants (NIA) should determine the order of your application.



Respond to the selection criteria and each factor in the appropriate section.



Quality of the content is key.



Readability Matters.

PLEASE CONSIDER...

► **Quality of Comprehensive Development Plan (CDP)**

► **(Up to 25 points)**

► The Secretary evaluates each application for a development grant based on the extent to which--

- (1) The strengths, weaknesses, and significant problems of the institution's academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution (Up to 5 points);
- (2) The goals for the institution's academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis (Up to 5 points);
- (3) The objectives stated in the plan are measurable, related to institutional goals, and, if achieved, will contribute to the growth and self-sufficiency of the institution (Up to 5 points);
- (4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources (Up to 5 points); and
- (5) The five-year plan describes how the applicant will improve its services to Hispanic and low-income students (Up to 5 points).

Have you involved major constituencies in the analysis of your institution's strengths, weaknesses, and significant problems of the academic programs, institutional management, and fiscal stability?

For #2, did you state the goals of the institution's academic programs, institutional management, and fiscal stability and do they directly relate to the objectives of your proposed project you have stated in #3?

Can you institutionalize at least 1 component of the proposed project?

Is your five-year plan clearly outlined and will the reader understand how services to Hispanic and low-income students will be improved year by year?

QUESTIONS TO CONSIDER – COMPREHENSIVE DEVELOPMENT PLAN

► B. Quality of Project Design

► (Total: Up to 15 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:

- (1) The extent to which the proposed project demonstrates a rationale (as defined in this notice) (Up to 10 points);
- (2) The extent to which the proposed project is supported by promising evidence (as defined in this notice) (Up to 5 points).

PROMISING EVIDENCE STANDARD

To establish that projects “demonstrate a rationale,” **applicants must use a logic model** (as defined in the NIA). To establish that projects are supported by “promising evidence,” applicants should cite the supporting study or studies that meet the conditions in the definition of “promising evidence” and attach the studies as part of the application attachments. In addressing “promising evidence,” applicants are encouraged to align the direct student services proposed in this application to evidence-based practices identified in the selected studies.

Resources: raw materials needed to create the program, implement its activities, and attain desired outputs and outcomes. Sometimes called *inputs* --examples: teachers, coordinators, other staff, partners, instruction materials, facilities, funding, community support, equipment

Activities: processes, actions, and events through which the program resources achieve the intended outcomes --Examples: training; collaborating with partners; mentoring; tutoring; stipends

Outputs: tangible, often process-oriented results or products typically expressed in numbers--**Examples:** number of students tested; number of teachers trained; number of books read

• **Note:** While outputs provide information derived from the completion of program activities, they cannot indicate whether a change has occurred.

Outcomes: changes in program participants' knowledge, beliefs, and behavior due to their involvement in the program. Short-term outcomes: observable almost immediately after participation. **Examples:** higher student achievement scores, increased high school graduation rates, and greater college acceptance rates

*Impacts: a program's lasting influences

COMPONENTS OF A PROGRAM LOGIC MODEL

(SAMPLE LOGIC MODELS ON GRANTS.GOV)

► **C. Quality of activity objectives** (Total: Up to 10 points)

The extent to which the objectives for each activity are--

- (1) Realistic and defined in terms of measurable results (Up to 5 points);
- (2) Directly related to the problems to be solved and to the goals of the comprehensive development plan (Up to 5 points).

The extent to which--

- (1) The implementation strategy for each activity is comprehensive (Up to 10 points);
- (2) The rationale for the implementation strategy for each activity is clearly described and is supported by the results of relevant studies or projects (Up to 5 points); and
- (3) The timetable for each activity is realistic and likely to be attained (Up to 5 points).

D. QUALITY OF IMPLEMENTATION STRATEGY (TOTAL: UP TO 20 POINTS)

► **E. Quality of Project Management Plan (Total: Up to 10 points)**

► The extent to which--

(1) Procedures for managing the project are likely to ensure efficient and effective project implementation (Up to 5 points); and

(2) The project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer (Up to 5 points).

How will the proposed project be managed and who will manage the various components?

Does the proposed project director have experience working with the target population, managing similar projects, and budgeting?

Is the project director well connected to various partners?

What level of effort or time commitment of the project director and other key staff is appropriate for the project?

QUESTIONS TO CONSIDER – MANAGEMENT PLAN

► F. Quality of Key Personnel

► (Total: Up to 5 points)

► The extent to which--

- (1) The past experience and training of key professional personnel are directly related to the stated activity objectives (Up to 2 points); and
- (2) The time commitment of key personnel is realistic (Up to 3 points).

►G. Quality of Evaluation Plan

► (Total: Up to 10 points)

The extent to which--

► (1) The data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan (Up to 5 points); and

► (2) The data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan (Up to 5 points).

► **H. Quality of Budget**

► **(Total: Up to 5 points)**

► The extent to which the proposed costs are necessary and reasonable in relation to the project's objectives and scope.

► **A detailed budget must be provided in the Budget Narrative.*



Competitive Preference Priorities

Competitive Preference Priority 1: 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, in the following area:

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

(1) Fostering a sense of belonging and inclusion for underserved students.

(2) Implementing evidence-based practices for advancing student success for underserved students.

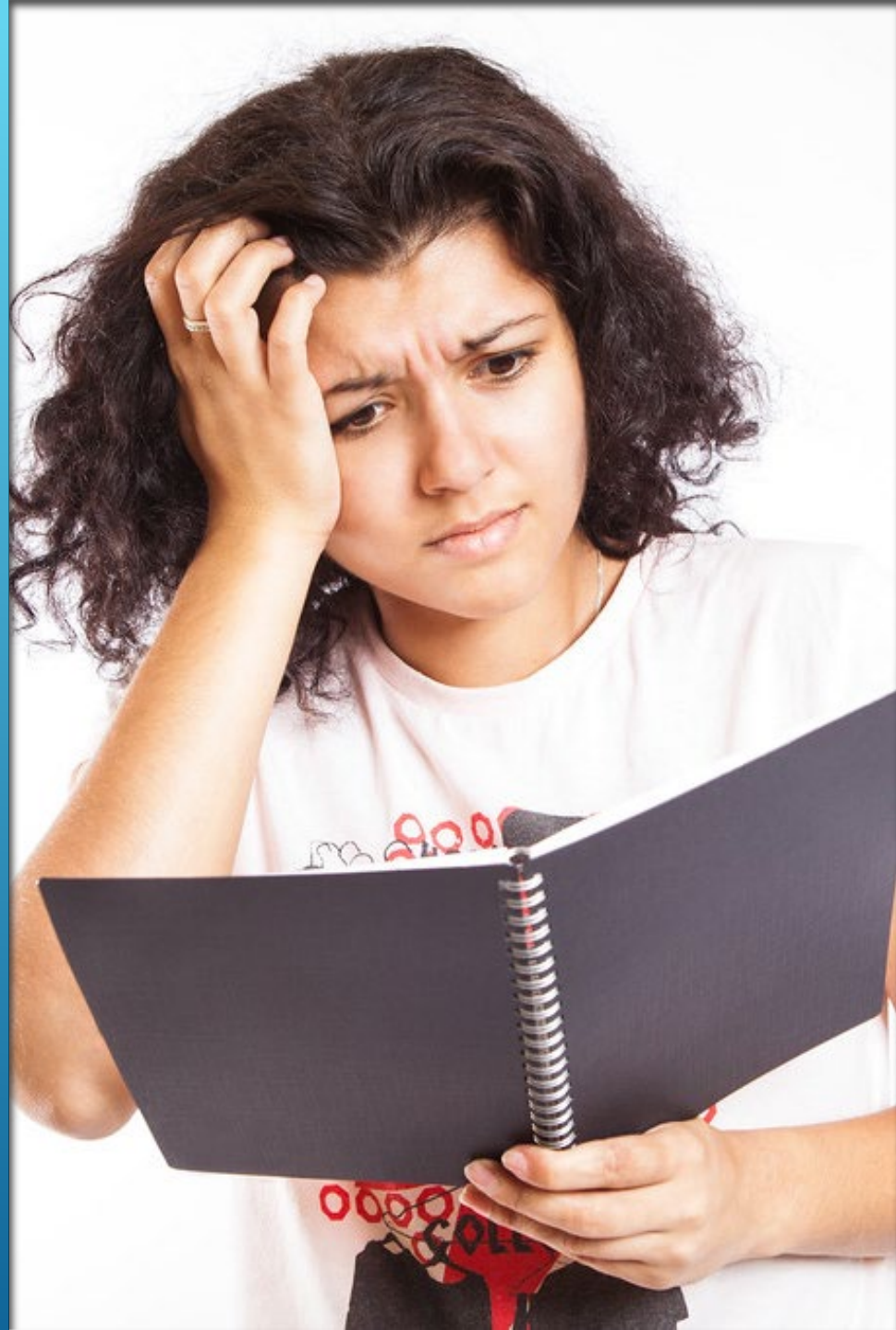
(3) Providing evidence-based professional development opportunities designed to build asset-based mindsets for faculty and staff on campus and that are inclusive with regard to race, ethnicity, culture, language, and disability status.

Competitive Preference Priority 2: 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 addressing **one or more** of the following priority areas:

- (a) Increasing postsecondary education access and reducing the cost of college by creating clearer pathways for students between institutions and making transfer of course credits more seamless and transparent.
- (b) 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.
- (c) 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.
- (d) 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.

QUESTIONS



5 MINUTE
BREAK



Performance Measures

1. The annual rate of degree or certificate completion for all students, and specifically for Hispanic students, at DHSI grantee institutions.

2. The annual persistence rate at DHSI grantee institutions for all students, and for Hispanic students, in particular, from one year to the next.

3. The percent of all students, and of Hispanic students, in particular, that transfer from a 2-year HSI to a 4-year institution.

4. The number of all students, and the number of Hispanic students in particular, served by any direct student service supported by the grant.

5. Federal cost per undergraduate and graduate degree at institutions in the DHSI program.

The Secretary has established the following key performance measures for assessing the effectiveness of the DHSI Program:



YOUR PERFORMANCE MEASURES- WHAT TO CONSIDER

- * As a grantee, you will submit a performance report each year to ED that will provide information to track and evaluate your progress based on your goals and objectives; program-specific measures; and performance targets in your approved application.

- * Consider the Program's performance measures as you develop performance measures for your project. *All may not apply to your project.

- * For your project goals and objectives, you are encouraged to use performance measures that will produce data about the desired outcomes of your project.

- * Propose additional measures if needed.



Planning Your Project

Do key institutional players (Chancellor or President, faculty, and staff) support the activities, goals, and objectives of the Title V proposal?

Is your project aligned with your institution's strategic plan?

Use analysis and evaluation to identify institutional challenges or issues to develop a strong CDP

Consider who will manage the grant. Will they have sufficient authority to implement the proposed application activities effectively.

Are there accountability measures in place for any partners named in the proposal?

Have your partners and other stakeholders, if applicable, been informed about the activities, goals, and objectives in the proposal?

Is this a "pet project" or an institutional project?

Can at least one component of the project be institutionalized?

Activity Development

- What are possible solutions for the institutional challenges and opportunities identified?
 - What is appropriate for your institution?
 - Consider the Secretary's Performance Measures.
 - Is there a pilot project that could be expanded?
 - Is there a model program that worked at another institution?
- Gather evidence to support the fact that your proposed objectives will actually address identified needs:
 - How do you know that the activity will meet the needs of your project?
 - Review relevant studies.
 - Conduct surveys and interviews, if applicable.

What management activities will support the implementation, activities, and evaluation?

Key personnel may include other staff besides the Project Director. Describe all positions listed in the proposal.

Other Personnel: Be mindful of the qualifications required of other personnel in order to budget appropriately.

- Can key personnel be identified now?
- Knowledge, skills, and abilities (KSAs) of the key personnel identified in job descriptions
- Time commitment of the key personnel
- Organizational chart
- Consider communication, meetings, etc.
- Financial Management of the grant

MANAGING THE GRANT

Project Evaluation Tips

- Your project design should inspire your evaluation methods.
- Your evaluation methods should produce evidence about the project's effectiveness.
- Identify outputs that will provide formative data to help you achieve substantial progress during your grant.
- Identify outcomes for each year that will provide benchmarks on the success of your grant. Be sure to:
 - Quantify when possible;
 - Establish baseline data; and
 - Set meaningful outcomes and goals.
- Use the identified Performance Measures to build your project assessments.

What is the expected outcome for each activity?

- What will change if the project is implemented?
- Can you measure this change?
- When will you see results for proposed activities?

Your expected outcomes will lead to your evaluation plan for the project.

**FOCUS ON ACHIEVING
RESULTS**

Output vs. Outcome

Can you distinguish the outputs from outcomes?

- A third of the faculty reported integrating technology into all of their courses within a year of taking the Integration PD training. {Output}
- Retention in the nursing program increased by 3% in the years after the Intensive Advising program was implemented. {Outcome}
- 85% of freshmen pre-med students participated (attended three or more sessions) in learning communities. {Output}
- The number of Hispanic pre-med majors increased by 15% between academic years 2014 and 2015. {Outcome}



Applying using Grants.gov

2023 Grant Application

Electronic submission is required

www.Grants.gov



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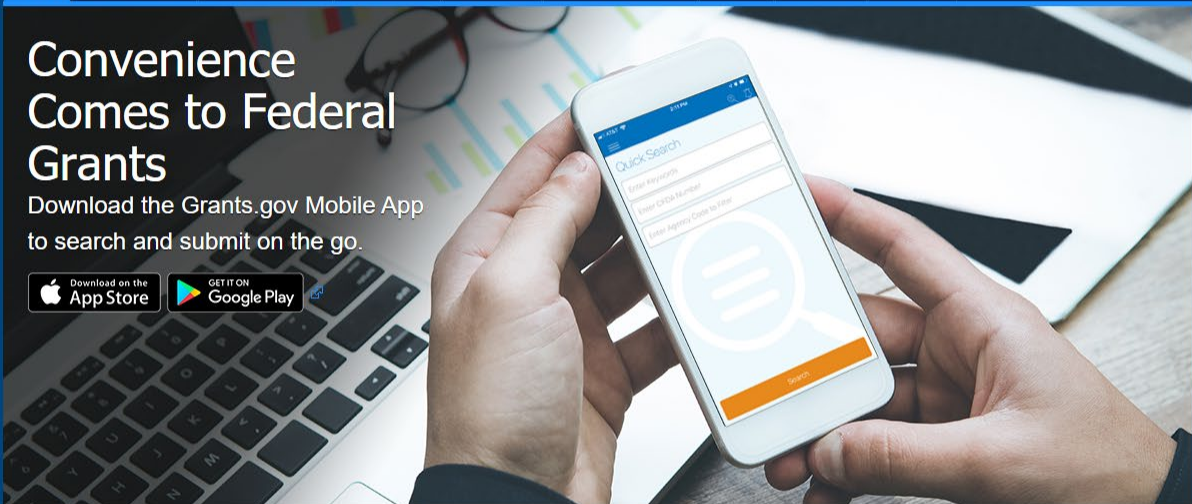
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An App For Grant Pros on the Go



Scheduled Maintenance: January 18-20, 2020



FOR APPLICANTS



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Applicant Training

Access training materials, tips and other resources that will help you successfully navigate Grants.gov.

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Applicant FAQs

If you have questions, you are not alone. Here are the answers to frequently asked questions.

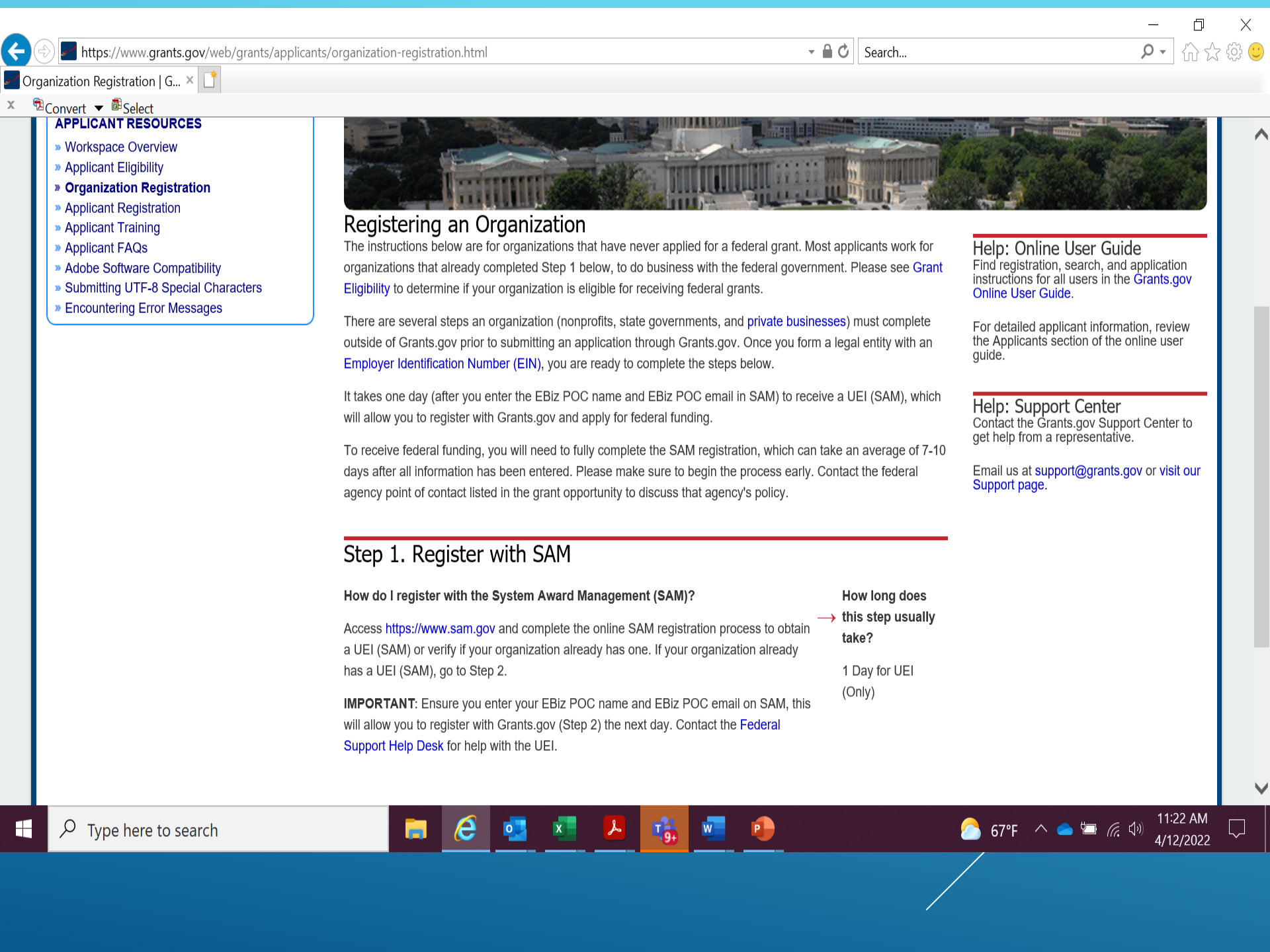
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APPLICANT RESOURCES

- » Workspace Overview
- » Applicant Eligibility
- » **Organization Registration**
- » Applicant Registration
- » Applicant Training
- » Applicant FAQs
- » Adobe Software Compatibility
- » Submitting UTF-8 Special Characters
- » Encountering Error Messages



Registering an Organization

The instructions below are for organizations that have never applied for a federal grant. Most applicants work for organizations that already completed Step 1 below, to do business with the federal government. Please see [Grant Eligibility](#) to determine if your organization is eligible for receiving federal grants.

There are several steps an organization (nonprofits, state governments, and [private businesses](#)) must complete outside of Grants.gov prior to submitting an application through Grants.gov. Once you form a legal entity with an [Employer Identification Number \(EIN\)](#), you are ready to complete the steps below.

It takes one day (after you enter the EBiz POC name and EBiz POC email in SAM) to receive a UEI (SAM), which will allow you to register with Grants.gov and apply for federal funding.

To receive federal funding, you will need to fully complete the SAM registration, which can take an average of 7-10 days after all information has been entered. Please make sure to begin the process early. Contact the federal agency point of contact listed in the grant opportunity to discuss that agency's policy.

Help: Online User Guide

Find registration, search, and application instructions for all users in the [Grants.gov Online User Guide](#).

For detailed applicant information, review the Applicants section of the online user guide.

Help: Support Center

Contact the Grants.gov Support Center to get help from a representative.

Email us at support@grants.gov or [visit our Support page](#).

Step 1. Register with SAM

How do I register with the System Award Management (SAM)?

Access <https://www.sam.gov> and complete the online SAM registration process to obtain a UEI (SAM) or verify if your organization already has one. If your organization already has a UEI (SAM), go to Step 2.

IMPORTANT: Ensure you enter your EBiz POC name and EBiz POC email on SAM, this will allow you to register with Grants.gov (Step 2) the next day. Contact the [Federal Support Help Desk](#) for help with the UEI.

How long does

→ this step usually take?

1 Day for UEI
(Only)

←

↻

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- » Encountering Error Messages



How to Apply for Grants: Getting Started



Learn

Go to the Grants Learning Center for an overview of grants.



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Make sure you are eligible before applying.



Search

Find federal grants that align with your work.



Register

Sign up with Grants.gov to apply using Workspace.



Apply

Complete and submit your application using Workspace.



Track

Enter your Grants.gov tracking number(s) for submission status.

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60

Office of Postsecondary Education The Notice Published in the Federal Register is your official guide for submitting an application.



As of April 4, 2022, the UEI (SAM) is the unique entity identifier for federal funding opportunities. Learn [how to find an applicant's UEI within Grants.gov.](#)

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BASIC SEARCH CRITERIA:

Keyword(s): 84.031

Opportunity Number:

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OPPORTUNITY STATUS:

☒ Forecasted (0)

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☐ Closed (1)

☐ Archived (37)

FUNDING INSTRUMENT TYPE:

☒ All Funding Instruments

☐ Grant (1)

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DATE RANGE: All Available ▾ Update Date Range

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1 - 1 OF 1 MATCHING RESULTS:

Opportunity Number	Opportunity Title	Agency	Opportunity Status	Posted Date	Close Date
ED-GRANTS-041423-002	Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Developing Hispanic-Serving Institutions (DHSI) Program, Assistance Listing Number 84.031S	ED	Posted	04/14/2023	06/13/2023

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 Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Developing Hispanic-Serving Institutions (DHSI) Program, Assistance Listing Number 84.031S
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General Information

Document Type: Grants Notice	Version: Synopsis 4
Funding Opportunity Number: ED-GRANTS-041423-002	Posted Date: Apr 14, 2023
Funding Opportunity Title: Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Developing Hispanic-Serving Institutions (DHSI) Program, Assistance Listing Number 84.031S	Last Updated Date: Apr 14, 2023
Opportunity Category: Discretionary	Original Closing Date for Applications: Jun 13, 2023 Applications Available: April 14, 2023. Deadline for Transmittal of Applications: June 13, 2023. Notice of Intent to Apply: The Department will be able to review grant applications more efficiently if we know the approximate number of applicants that intend to apply. Therefore, we strongly encourage each potential applicant to notify us of their intent to submit an application. To do so, please email the program contact person listed under FOR FURTHER INFORMATION CONTACT with the subject line "Intent to Apply," and include the applicant's name and a contact person's name and email address. Applicants that do not submit a notice of intent to apply may still apply for funding; applicants that do submit a notice of intent to apply are not bound to apply or bound by the information provided. Deadline for Intergovernmental Review: August 14, 2023. FOR FURTHER INFORMATION CONTACT: Njeri Clark, U.S. Department of Education, 400 Maryland Avenue, SW, room 2B186, Washington, DC 20202-4260. Telephone: (202) 403-0047
Opportunity Category Explanation:	
Funding Instrument Type: Grant	
Category of Funding Activity: Education	
Category Explanation:	
Expected Number of Awards: 65	
CFDA Number(s): 84.031 -- Higher Education Institutional Aid	
Cost Sharing or Matching Requirement: No	

Manage Related Documents Attachments

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Opportunity Number: ED-GRANTS-041423-002

Opportunity Title: Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Developing Hispanic-Serving Institutions (DHSI) Program, Assistance Listing Number 84.031S

Current Related Documents Attachments:

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File Description	File Name	Last Updated Date/Time	File Size	Actions
▼ Folder: Full Announcement - Assistance Listing No. 84.031S	ED-GRANTS-041423-002-Full Announcement - Assistance Listing No. 84.031S.zip	Apr 14, 2023 08:35:00 AM EDT	371.6 KB	Modify Delete Download Add File
Common Instructions for Department of Education Discretionary Grant Programs Document	2022-26554.pdf	Apr 11, 2023 02:37:43 PM EDT	201.8 KB	Replace Delete Download
Notice Inviting Applications for New Awards for Fiscal Year (FY) 2023 Document	2023-07904.pdf	Apr 14, 2023 08:35:00 AM EDT	224.9 KB	Replace Delete Download
▼ Folder: Other Supporting Documents - Application Instructions	ED-GRANTS-041423-002-Other Supporting Documents - Application Instructions.zip	Apr 26, 2023 10:57:20 AM EDT	645.8 KB	Modify Delete Download Add File
Instructions Booklet	1840-0745 DHSI 2023 Grant application booklet.pdf	Apr 26, 2023 10:57:20 AM EDT	675.1 KB	Replace Delete Download
▼ Folder: Other Supporting Documents - Frequently Asked Questions	ED-GRANTS-041423-002-Other Supporting Documents - Frequently Asked Questions.zip	Apr 26, 2023 02:49:39 PM EDT	190.9 KB	Modify Delete Download Add File
Frequently Asked Questions and Answers	DHSI 2023 Grant Competition FAQs.pdf	Apr 26, 2023 02:49:39 PM EDT	197.6 KB	Replace Delete Download
▼ Folder: Other Supporting Documents - Logic Models	ED-GRANTS-041423-002-Other Supporting Documents - Logic Models.zip	May 03, 2023 01:16:27 PM EDT	640.6 KB	Modify Delete Download Add File
Logic Model information	HSI Logic Model Examples.pdf	May 03, 2023 01:15:19 PM EDT	277.1 KB	Replace Delete Download
SAMPLE Logic Model	logic model 2 SAMPLE for Distrib.png	May 03, 2023 01:14:24 PM EDT	347.8 KB	Replace Delete Download
SAMPLE Logic Model 2	Logic Model example 1.pdf	May 03, 2023 01:16:27 PM EDT	87.4 KB	Replace Delete Download
▼ Folder: Other Supporting Documents - NEW GEPA 427	ED-GRANTS-041423-002-Other Supporting Documents - NEW GEPA 427.zip	Apr 27, 2023 01:33:10 PM EDT	544.2 KB	Modify Delete Download Add File
Instructions for NEW GEPA 427 Form	GEPA 427 Pre-application Slide Deck.pdf	Apr 27, 2023 01:33:10 PM EDT	590.8 KB	Replace Delete Download
▼ Folder: Other Supporting Documents - Pre-application Webinar Dates	ED-GRANTS-041423-002-Other Supporting Documents - Pre-application Webinar Dates.zip	Apr 26, 2023 02:40:39 PM EDT	193.3 KB	Modify Delete Download Add File
Pre-application Webinar Schedule	HSI DHSI 2023 Preapplication Workshops Flyer.pdf	Apr 18, 2023 03:39:45 PM EDT	198.2 KB	Replace Delete Download
▼ Folder: Other Supporting Documents - Pre-application Webinar Slides	ED-GRANTS-041423-002-Other Supporting Documents - Pre-application Webinar Slides.zip	May 08, 2023 05:17:30 PM EDT	8.0 MB	Modify Delete Download Add File
Updated Presentation Slides from Pre-application Webinar 5/8/23	DHSI 2023 Preapplication Webinar Presentation 050823.pdf	May 08, 2023 05:17:59 PM EDT	9.0 MB	Replace Delete Download

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CFDA	Competition ID	Competition Title	Opportunity Package ID	Opening Date	Closing Date	Actions
84.031	ED-GRANTS-041423-002	Developing Hispanic-Serving Institutions Program Grant Competition	PKG00281169	04/14/2023	06/13/2023	Preview Apply

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Opportunity Package Details:

Agency Contact Information: Njeri M Clark
Management and Program Analyst
E-mail: njeri.clark@ed.gov
Phone: 202-453-6224

Who Can Apply: Organization Applicants

PACKAGE FORMS: [Download Instructions](#)

Mandatory Forms (Click to Preview)	Optional Forms (Click to Preview)
» Application for Federal Assistance (SF-424) [V2.1] » Assurances for Non-Construction Programs (SF-424B) [V1.1] » U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS [V1.3] » Other Attachments Form [V1.2] » Disclosure of Lobbying Activities (SF-LLL) [V1.2] » Grants.gov Lobbying Form [V1.1] » ED GEPA427 Form [V1.1] » ED SF424 Supplement [V1.3] » ED Abstract Form [V1.1] » Project Narrative Attachment Form [V1.2] » Evidence Form [V1.0] » Budget Narrative Attachment Form [V1.2]	---

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NEW GEPA 427 FORM IN 2023

Updates

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

U.S. DEPARTMENT OF EDUCATION
Office of Postsecondary Education
Washington, DC 20202
www.ed.gov/hsi



Fiscal Year 2023
APPLICATION FOR GRANTS
UNDER THE DEVELOPING
HISPANIC-SERVING INSTITUTIONS PROGRAM

CFDA NUMBER: 84.031S

Form Approved
OMB No. 1840-0745, Expiration Date: 05/31/2023
DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: June 13, 2023

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Preview Opportunity Package Details

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Opportunity Package Details:

Agency Contact Information: Njeri M Clark
Management and Program Analyst
E-mail: njeri.clark@ed.gov
Phone: 202-453-6224

Who Can Apply: Organization Applicants

PACKAGE FORMS:

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OMB Number: 4040-0004
Expiration Date: 12/31/2019

Application for Federal Assistance SF-424

* 1. Type of Submission: ☐ Preapplication ☐ Application ☐ Changed/Corrected Application	* 2. Type of Application: ☐ New ☐ Continuation ☐ Revision	* If Revision, select appropriate letter(s): * Other (Specify):
* 3. Date Received: Completed by Grants.gov upon submission.	4. Applicant Identifier: 	
5a. Federal Entity Identifier: 	5b. Federal Award Identifier: 	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name:		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 	* c. Organizational DUNS: 	
d. Address:		
* Street1:		
Street2:		
* City:		
County/Parish:		
* State:		
Province:		
* Country: USA: UNITED STATES		
* Zip / Postal Code:		
e. Organizational Unit:		
Department Name:		Division Name:
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	* First Name:	
Middle Name:		
* Last Name:		
Suffix:		
Title:		
Organizational Affiliation:		
* Telephone Number:		Fax Number:
* Email:		

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* 9. Type of Applicant 1: Select Applicant Type:

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

* 12. Funding Opportunity Number:

* Title:

13. Competition Identification Number:

Title:

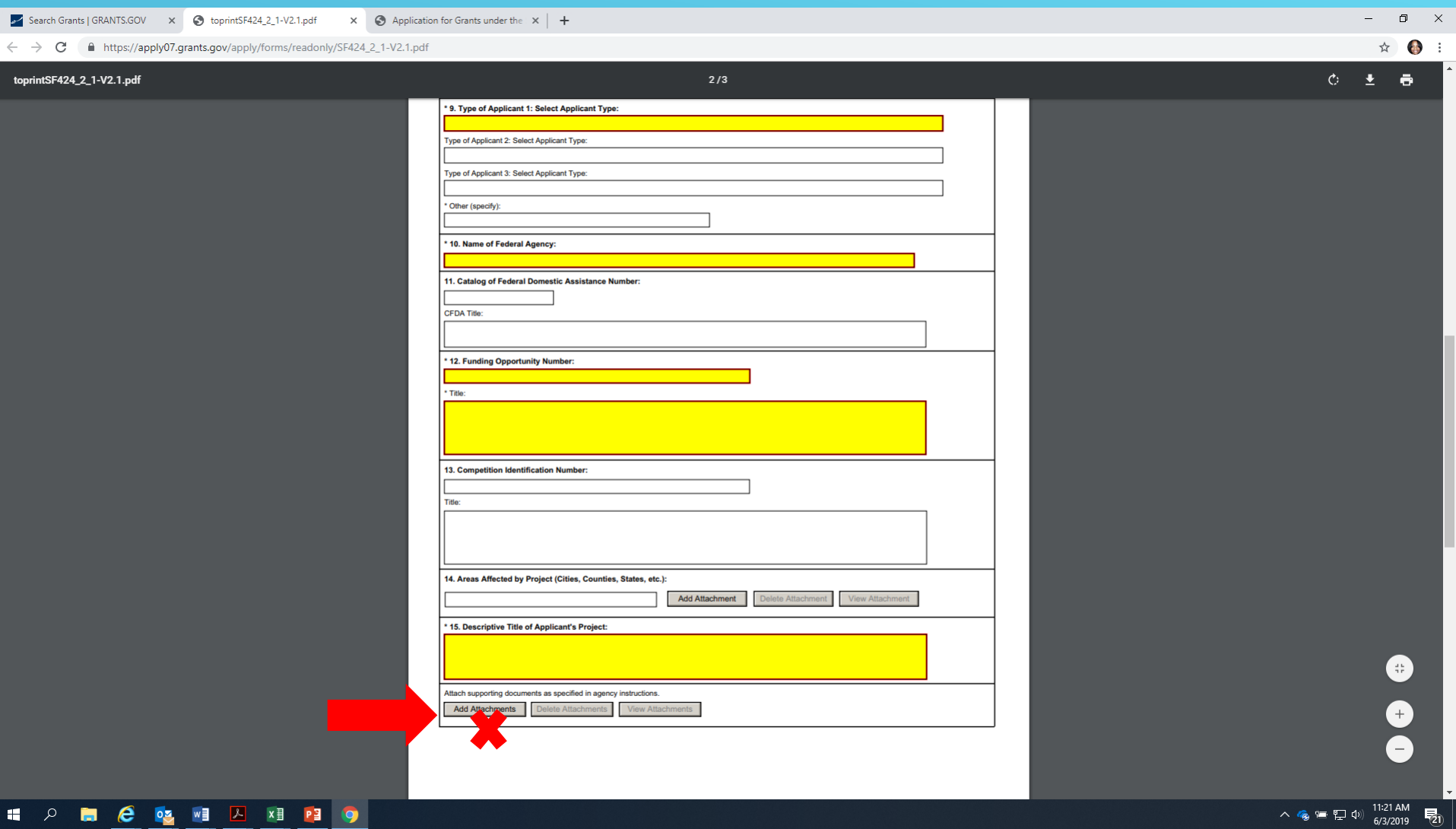
14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment Delete Attachment View Attachment

* 15. Descriptive Title of Applicant's Project:

Attach supporting documents as specified in agency instructions.

Add Attachments Delete Attachments View Attachments



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U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS						OMB Number: 1894-0008 Expiration Date: 08/31/2020
Name of Institution/Organization 						Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						
*Indirect Cost Information (To Be Completed by Your Business Office): If you are requesting reimbursement for indirect costs on line 10, 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 (specify): The Indirect Cost Rate is (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are you a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f). (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560. (5) 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 Restricted Indirect Cost Rate is %.						

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

The Indirect Cost Rate is _____%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

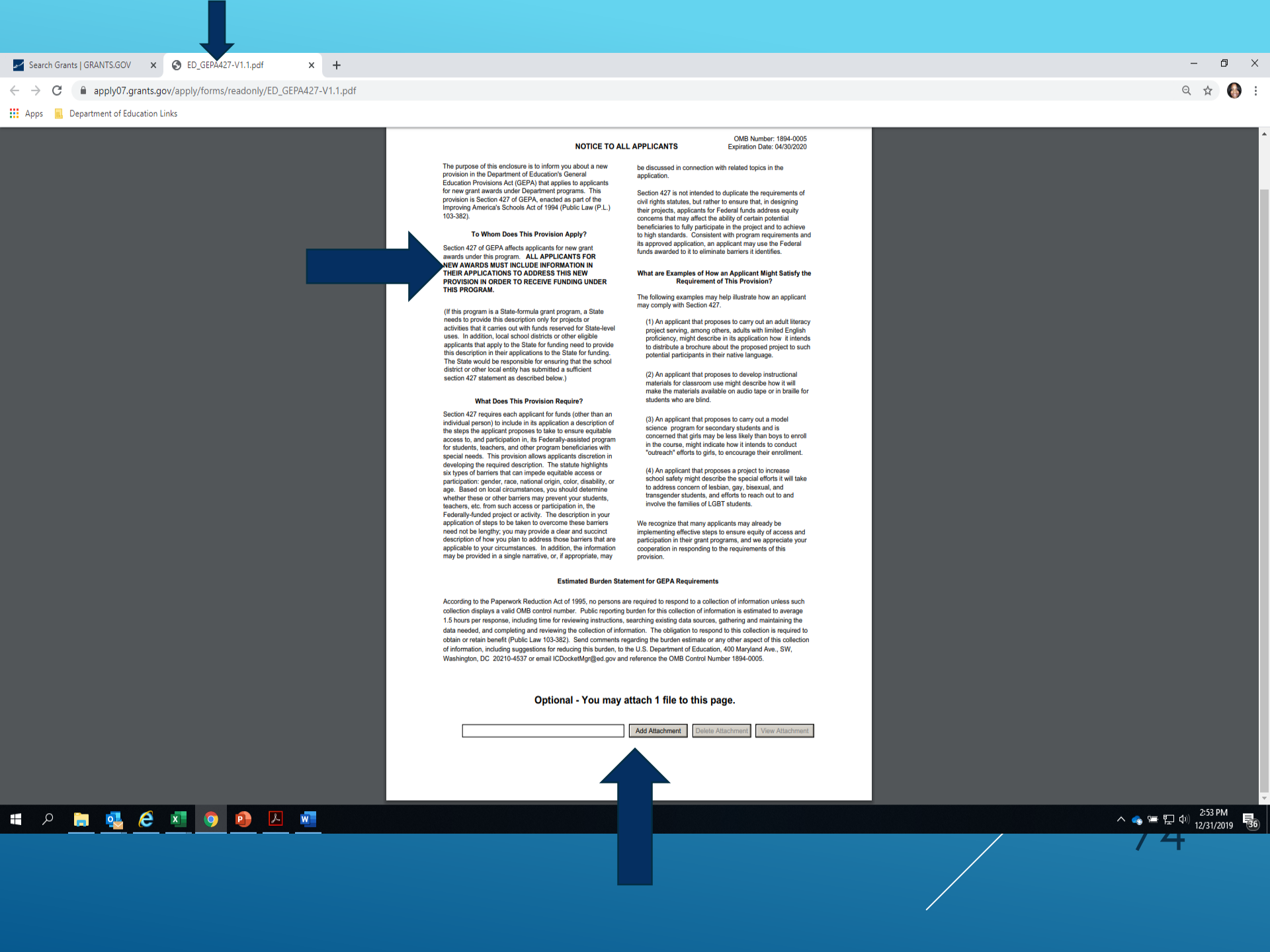
(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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 Restricted Indirect Cost Rate is _____%.

ED 524

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.					
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

ED 524



NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

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U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 07/31/2019

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.

☒ 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. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings

Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.

2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)

a. **Citation.** Provide the full citation for each study or WWCC publication you are using as evidence. If the study has been reviewed by the WWCC, please include the rating it received, the WWCC review standards version, and the URL link to the description of that finding in the WWCC reviewed studies database. Include a

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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Office of Postsecondary Education
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Fiscal Year 2023
APPLICATION FOR GRANTS
UNDER THE DEVELOPING
HISPANIC-SERVING INSTITUTIONS PROGRAM

CFDA NUMBER: 84.031S

Form Approved
OMB No. 1840-0745, Expiration Date: 05/31/2023
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CLOSING DATE: June 13, 2023



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Developing Hispanic-Serving Institutions
Program Profile Form

INSTRUCTIONS: *ALL applicants must complete and submit this profile form. You may copy or recreate this form, but do not amend or modify the required information or format. Please complete all sections of this form.*

4. *Upon completion, upload this document in pdf format to the "Other Attachments Form" in Grants.gov.*

1. Name of Institution/Campus Requesting: (Use your institution's complete name. If your institution is a branch campus, use the parent institution's name but follow it with the name of the branch campus. For example, you would cite the State University of New York- Brookport Campus.)

Institution/Campus OPE ID#: **UEID#:**

2. Applicant Address:

Street:

City: State: Zip:

3. Title V, Part A allowable activities proposed in this application: (check all that apply.)

Purchase, rent, lease lab equipment: _____ Construction/renovation of facilities: _____ Faculty development: _____ Curriculum development: _____ Academic instruction: _____ Faculty fellowships: _____ Purchase of books/supplies educational materials: _____ Articulation/transfer program: _____ Tutoring: _____ Counseling: _____ Mentoring: _____ FTE program: _____ Summer bridge program: _____ Other student support service programs: _____ Funds support/Alumni support: _____ Equipment/software purchase: _____ Establishing development office to strengthen alumni private contributions: _____ Endowment fund: _____ Distance learning instruction incl. purchase of technology: _____ Teacher preparation program: _____ Community outreach to elementary/secondary students: _____ Expanding instruction/resources for graduate/professional students: _____ Other: _____

4. Invitational and Competitive Preference Priorities, if applicable:

Are you responding to the Invitational Priority? YES _____ NO _____

Are you responding to CPP #1? YES _____ NO _____

Are you responding to CPP #2? YES _____ NO _____

Will not respond to either CPP ☐

5. Prior DHSI Grant Status: If applicable, please list the PR Award numbers of prior DHSI grants that your institution has had in the past 5 years.

1

6. Level of Effort (time commitment) of Project Director proposed in this application: _____%

List active grants for which the proposed Project Director already serves: (If Project Director is to be hired, state "N/A" below.)

PR Award Number of grant:	Level of effort:	Final year of performance period:
1. _____	_____%	_____
2. _____	_____%	_____
3. _____	_____%	_____

7. Endowment Fund Assurance (Check here if you will have an Endowment Fund activity:)

The institution certifies that it proposes to use no more than twenty percent (20%) of the Developing Hispanic-Serving Institutions Program development grant, made under the authority of Title V, of the Higher Education Act of 1965, as amended, to establish or increase the institution's endowment fund. The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant Program, 34 CFR Part 625, the program statute, and the program regulations, 34 CFR Part 606. The institution further agrees to raise the required matching funds. ☐

8. Dual Submission Certification: If an institution applies for a grant this fiscal year under Title III, Part A and Part B programs, it must indicate the programs: (Check all that apply.)

☐ Strengthening Institutions Program

☐ American Indian Tribally Controlled Colleges and Universities Program

☐ Native Hawaiian-Serving Institutions Program

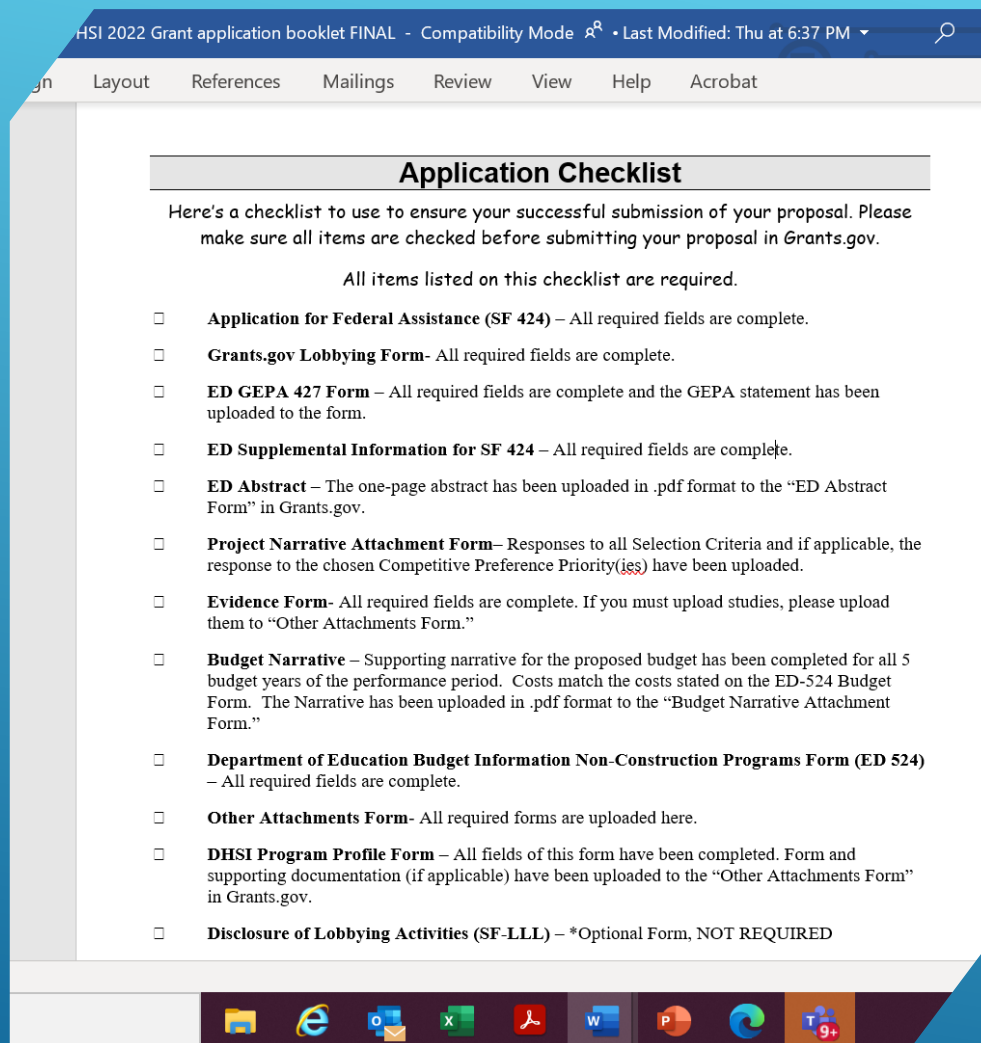
☐ Alaska Native-Serving Institutions Program

9a. If your application ranks in funding range for more than one program this fiscal year, please state the preferred order of award acceptance.

9. Current Title III Parts A and B grants: Please list the PR Award Numbers for all Title III, Parts A and B grant awards that the institution has:

PAGE 68 OF THE INSTRUCTION BOOKLET

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**BEFORE SUBMITTING
YOUR
APPLICATION, USE
THE APPLICATION
CHECKLIST IN THE
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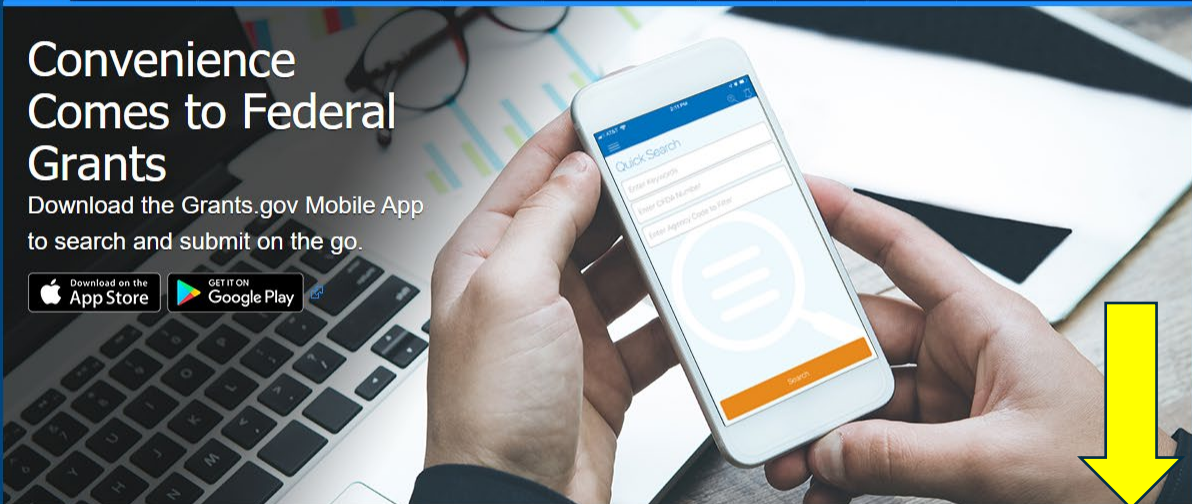
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QUESTIONS



Definitions and Acronyms

- ▶ **AOR (grants.gov role)**- Authorized Organization Representative who submits the application in grants.gov.
- ▶ **Application Package** - (also called Application Booklet or Applications Instructions) A package that contains the application notice for a grant program and all the information and forms needed to apply. It includes applicable regulations and statute.
- ▶ **Application Package** – The group of all required forms to be submitted via grants.gov by applicants for this competition (also called Grant Application or Grant Application Package).
- ▶ **CFDA number** –(now **Assistance Listing Number**) identifying number for a federal assistance program composed of a unique- two-digit prefix to identify the federal agency the makes the funds available. ED's prefix is 84. DHHS is 84.031S. Search grants.gov using only 84.031.
- ▶ **Continuation Award**- A grant for a budget period subsequent to the first budget period. A grantee does not have to compete with other applicants to receive this award.
- ▶ **DHSI**- Developing Hispanic-Serving Institutions Program (Title V Program; Title V, Part A Program, or some may refer to it as the “HSI Program.”)

- ▶ **E-biz Point of Contact** (Grants.gov role)- May be the Chief Financial Officer, Certifying Official, Grants Office staff, etc.
- ▶ **ED** – The acronym for the U.S. Department of Education also referred to as the Education Department or “Department.
- ▶ **Federal Register**- A daily compilation of proposed and final federal regulations, legal notices, presidential proclamations and executive orders, federal agency documents, etc. It is the publication of record for the federal government.
- ▶ **Funding Priorities** – A means of focusing a competition in the areas in which the secretary of Education is particularly interested in receiving applications - also called “Competitive Preference Priorities or CPPs.”
- ▶ **Grant Award Notification (GAN)** – The official document signed by a license holder at the Department stating the amount and conditions of a grant award.
- ▶ **Grants.gov**- a storefront Web portal for use in electronic collection of data (forms and reports) for federal grant making agencies through grants.gov website- www.grants.gov . The portal allows for streamlined electronic submission.

- ▶ **NIA**- Notice Inviting Applications, commonly called RFP (Request for Proposals) or CDN (Closing Date Notice)
- ▶ **PPOHA**- Promoting Post-baccalaureate Opportunities for Hispanic Americans (Title V, Part B Program)
- ▶ **PR Award number** – The identifying number for a discretionary grant. Example P031S220010.
- ▶ **SAM**- System for Award Management
- ▶ **Substantial Progress**- A level of accomplishment that a grantee must make in its project during a budget period, which produces measurable and verifiable evidence that the activities undertaken complied with those objectives to which the Department and the grantee have agreed.
- ▶ **Title III, Part F- HSI STEM** Program- Authorized under Title III, but administered by the HSI Division



Frequently Asked Questions



1. What is the range of awards?

The estimated range of award requests is \$500,000-\$600,000 per year. The maximum amount that you can request per year is \$600,000 or \$3,000,000 total for the 5-year performance period.

2. May an applicant request less than the average award size?

Yes.

3. What is the correct deadline date for application submission?

The deadline to submit applications for this competition is June 13, 2023, at 11:59:59 pm Eastern time. You should note that each application is time stamped. The time of submission is based upon the entire upload of the application and acceptance of the application in grants.gov and G5 interface.

4. What positions must be included for the project?

It is up to you to structure the project staff. All projects must, however, have a Project Director who oversees the entire project along with a Certifying Official who will oversee the Project Director. The CO is usually the President, VP, Chancellor, or other senior level official with college-wide administrative authority.

5. Can we pay students stipends for lab work, research?

Yes, stipends to students conducting research is allowable, but must be aligned to program purpose and goals as it relates to this program.

6. Can we pay students for tutoring and mentoring?

Yes.

7. Can I answer both Competitive Preference Priorities in order to receive the maximum points possible?

Yes. Applicants have the option to answer none, one, or both CPPs.

8. Can I receive a new Title V award if I presently have a Title V grant?

Yes.

9. Can I receive a new Title V award if I am a current Title III, Part A or B grantee(i.e., the SIP program)?

No. Per legislation, *«No Hispanic-serving institution that is eligible for and receives funds under this title may concurrently receive other funds under parts A or B of Title III during the period for which funds under this title are awarded.»*

AANAPISI (Title III, Part A) Example:

if an institution has an AANAPISI grant, that institution may not simultaneously have another Title III or Title V grant. However, that same institution could participate in a cooperative arrangement grant, but not as the lead, only as a subgrantee. Similarly, if the institution already has a Title V grant, that same institution could only participate in the AANAPISI program as a subgrantee in a cooperative arrangement grant.

10. Is there an Absolute Priority that must be addressed for this competition?

No.

11. If an application is submitted late, is there a grace period for acceptance?

No. You must submit your application no later than 11:59:59 PM Eastern time on the deadline date. If it is a second late, it is ineligible.

12. Do I have to address all Performance Measures listed in the NIA?

No. Applicants should consider the measures applicable to their project. Grantees will report on their measures annually after receiving the grant.

13. The solicitation does not specifically mention the retention of an evaluator. Does the evaluator need to be external or can we use an in-house evaluator? What are the limitations in cost for such an evaluator?

It depends on your project. We do not stipulate what type of evaluation methods you propose or if you use an internal or external evaluator. Develop your evaluation based on what makes sense for your institution and your project. The costs should correlate to the project and the deliverables from the evaluator.

14. Will my application be deemed ineligible if my charts are single spaced?

No. Formatting and page limits are only recommended.

15. How can I confirm my eligibility?

Please go the federal register notice and review the Eligibility Designations and Applications for Waiving Eligibility Requirements; Programs Under Parts A and F of Title III and Programs Under Title V of the Higher Education Act of 1965, as Amended (HEA). If you have questions, contact Jason Cottrell or Chris Smith at Jason.Cottrell@ed.gov or Christopher.smith@ed.gov.

16. How do I get an application package?

Almost all discretionary grant application packages are available online. The Notice Inviting Applications (or Federal Register Notice) and Common Instructions found in the Federal Register directs applicants where to go. The Department makes application packages available through Grants.gov, which can be accessed at <http://www.grants.gov>.

17. Can for-profit schools apply to this program?

No.

18. Does the evidence standard have to apply to each component of my project?

No. You can cite a study for one or more of the components?

19. One of the unallowable activities for the program is “non-credit degrees/courses.” Can you provide an example?

Example #1: An IHE wants to improve to their academic program by offering a set a courses for which they charge tuition, but the students get no credit.

Example #2: Auditing a class- a student pays a fee to enroll in a college course for no grade and no credit. (Many students choose to audit courses to avoid negatively impacting their GPAs.)

20. Do I have to propose performance measures in my proposal?

Grantees should propose performance measures and specify the targeted outcome levels they expect to achieve. The application package specifies types of measure that you should propose. These measures are what the Department uses to assess the effectiveness of the program. For the project goals and objectives, you are encouraged to use performance measures that will produce data about the desired outcomes of your project. Be mindful, only certain measures may apply to your specific project and you can propose additional measures if applicable.

As a grantee, you will submit a performance report that will provide information to the Department to track and evaluate your progress based on your project goals and objectives; program-specific measures; and performance targets in your approved application.

21. How and when will applicants be notified as to whether they will get a grant?

After the review and approval of the new awards slate by the Department, Congressional notifications will be made. Shortly after (1-5 days), all applicants (successful and unsuccessful) will be contacted via mail and email. Technical Review Forms will be sent along with an official notification letter. If necessary, applicants may contact Njeri Clark using the assigned PR award number, NOT the grants.gov tracking number.

22. What if I find an error or realize I have omitted something in my application after the deadline?

In order to ensure fairness to all applicants, under no circumstances will the Department permit, after the deadline, the submission of omitted information that is required for the application in accordance with the program's selection criteria or other required information.

23. Can Title V support services to graduate students?

Yes. That is an allowable activity. 34.606.10 (b) (13)

24. We are submitting proposals for our branch campuses, which we obtain individual eligibility determinations for; however, IPEDS data is submitted for the college as a whole, not by branch campus. For 10a and 10b do we use the collegewide numbers? Or, do we put numbers for the specific campus?

Use information for your branch campus.

25. We are planning to submit a proposal and hope to include two of our community college partners as sub-grantees. Does that preclude them from submitting an independent proposal on their own?

No, it does not. Your partners can still submit individual applications.

26. We are considering an endowment fund as one of our activities in our proposal. Can we use Title V funds to pay for fundraisers to get matching funds for our endowment?

Costs of organized fund-raising solely to raise capital or obtain contributions is not allowed. However, a grantee may host a meeting, conference or other event where technical information related to the project is disseminated and allow guests to make voluntary donations.



Resources

Office of Postsecondary Education

- <https://www2.ed.gov/about/offices/list/ope/index.html>

DHSI Program

- <http://www2.ed.gov/programs/dueshsi/index.html>

Eligibility Contacts

- Contact Jason Cottrell at jason.cottrell@ed.gov or Christopher Smith at christopher.smith@ed.gov

Grants.gov

- www.grants.gov

**What Works
Clearinghouse**

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

**Uniform
Guidance**

- <https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>

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Final Tips for Applicants

Leverage

Leverage resources on campus as you plan.

Read

Read the NIA thoroughly.

Download

Download the Grant Application Instruction Booklet and read it thoroughly.

Register on

Register on Grants.gov.

Be

Be realistic and straightforward about every aspect of your project design.

Dedicate

Dedicate adequate resources and time to develop your grant application.

Know

Know your budget and ensure costs are justifiable, reasonable, and allowable.

Write

Write a narrative that is organized, thorough, and complete.

Submit

Submit early!

FINAL TIPS FOR SUBMITTING A SUCCESSFUL APPLICATION



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Title V FY 2023 competition:

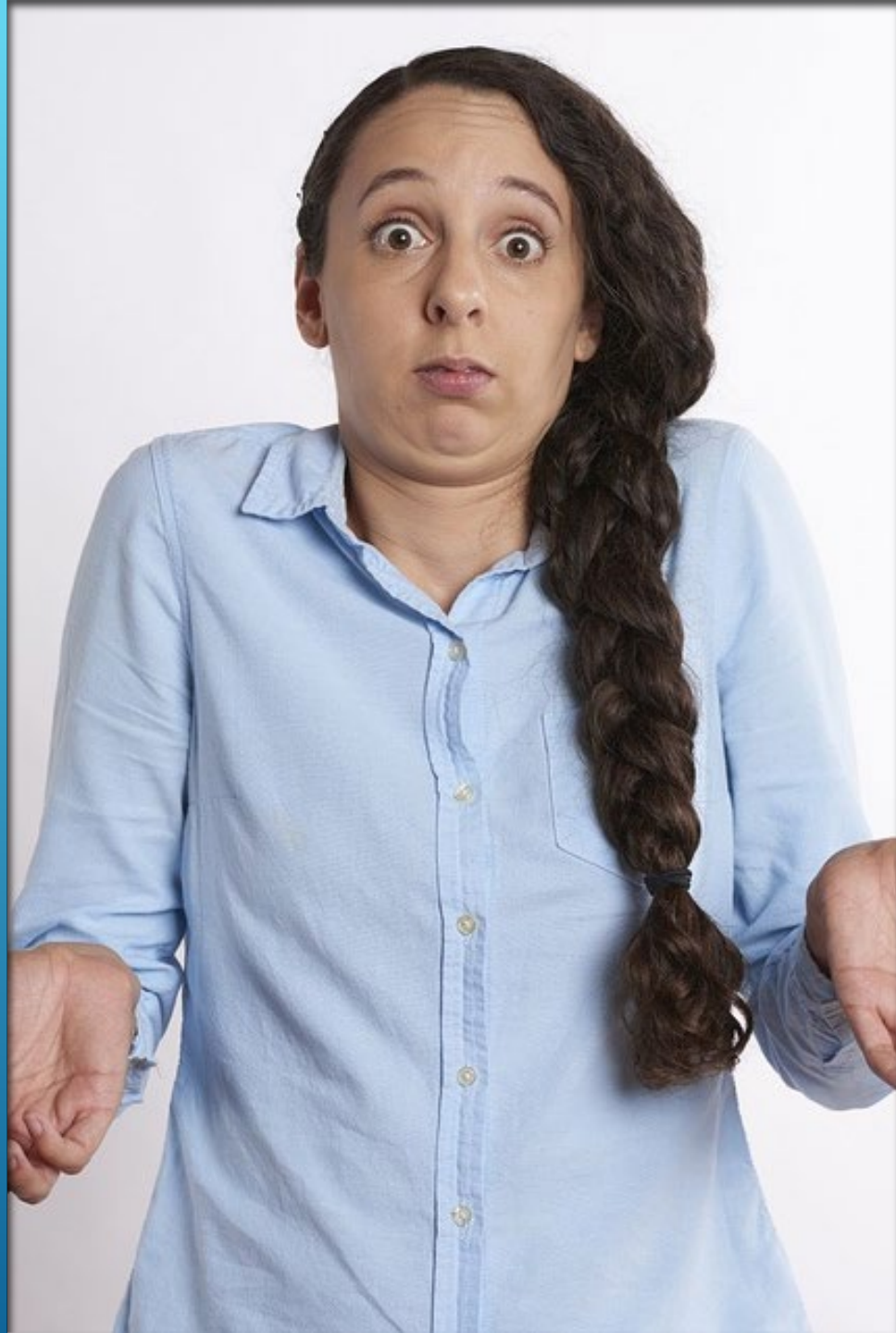
Application deadline:

June 13, 2023

11:59:59 EST

**SUBMIT EARLY TO ENSURE A SUCCESSFUL
SUBMISSION!!!**

FINAL QUESTIONS



Thank You!

