DEVELOPING HISPANIC-SERVING INSTITUTIONS PROGRAM (DHSI)
TITLE V, PART A
FY 2020 GRANT COMPETITION

PRE-APPLICATION TECHNICAL ASSISTANCE

BEFORE WE BEGIN…

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

AGENDA

- Purpose of the Presentation
- The FY 2020 Grant Competition
- Overview of the DHSI, Title V, Part A program
- Title V Eligibility
- Allowable Activities
- Selection Criteria & Competitive Preference Priorities
- Performance Measures
- Applying via Grants.gov
- The Application Review Process

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

- To familiarize applicants with the DHSI program purpose
- 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

FY 2020 DHSI Grant Competition

FY 2020 GRANT COMPETITION

- Notice Inviting Applicants published in Federal Register on Friday, December 27, 2019.
- Applications due February 24, 2020 11:59:59pm EST.
- Common Instructions published in Federal Register on published in the Federal Register on February 13, 2019 (84 FR 3768).
- Institutions may submit and be awarded one (1) Individual Development Grant. No Cooperative grants awarded this year.
- Estimated available funds: $52.8 million
- Maximum amount for a grant is $600,000 per year.
- Estimated number of awards: 90-96

OTHER COMPETITION HIGHLIGHTS

- No Invitational or Absolute Priority;
- New CPPs- Respond to 1, both, or none
- Page limit and formatting Recommended, not required
- Notice of Intent to Apply

Overview of the Program

Purpose of DHSI Title V, Part A



- 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.

APPLICABLE REGULATIONS

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

Title V Eligibility

HSI-DEFINITION

- 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

THE ELIGIBILITY PROCESS

1. Designation of Eligibility for Title III & V

- Announced in Federal Register on Dec. 16, 2019;
- There is a link in Notice to confirm Eligibility;
- Enrollment and fiscal data based on 2017-2018 year;
- Deadline for submission of applications and exemptions (waivers) is January 31, 2020.

2. HSI Assurance for Title V

- 25% Undergraduate Hispanic student FTE
- IPEDS final 2017-2018 school year data and IPEDS provisional data for 2018-2019 school year reviewed;
- Applicants provide HSI assurance on **Program Profile Form** in application
- 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.

- 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



Allowable Activities

Allowable Activities

- Faculty and staff development
- Curriculum revision, expansion, and development
- Purchase of equipment
- Improve instructional facilities (construction, maintenance, and renovation
- Purchase educational materials
- Tutoring, counseling, and other student service programs
- Strengthen administrative and funds management systems
- Expanding Hispanic and underrepresented graduate and professional students served by expanding courses and resources

- Establish or improve a development office to strengthen private contributions
- Creating or improving facilities for distance learning programs
- Teacher education programs
- Community outreach programs
- Endowment fund
- Community outreach programs to encourage elementary and secondary school students to pursue postsecondary education
- Other proposed activities that are approved to carry out the purposes of title

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HIGHER EDUCATION ACT (HEA) AMENDMENTS

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.

ENDOWMENT FUND

Use up	Match	Invest
Use up to 20% of total 5-year Title V funds	Match dollar-for-dollar with non-federal funds before you can draw down Title V fund	Invest both grant and matching funds for 20 years. • Note: Up to ½ of the interest may be spent during the 20 years.

Title V Funds Cannot Be Used to Support:

- Activities inconsistent with applicable State higher education plans;
- Religious worship;
- Vocational programs and schools;
- Non-degree/Non-credit courses;
- Activities that are operational rather than developmental (NO INDIRECT COSTS);
- Any portion of salary for President, VP, Chancellor or equivalent officer who has college-wide administrative authority;
- Costs of organized fundraisers;
- Costs for student recruitment; and
- Costs of publications to promote the institution.

Selection Criteria & Competitive Preference Priorities

SELECTION CRITERIA

- 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.

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	5
Total possible points	**= 100**
Competitive Preference Priority 1	5
Competitive Preference Priority 2	5
Total possible points for CPPs	10
TOTAL POSSIBLE SCORE	**=110**

- A. **Quality of Comprehensive Development Plan (CDP)**
  (Total: Up to 25 points)

  - Are the institutional strengths and challenges clearly and comprehensively analyzed? Did the analysis involve the institution's major constituencies? (up to 5 points)
  - Are the goals realistic and well-planned? (up to 5 points)
  - Are the objectives measurable and related to institutional goals and will they contribute to the institution's growth and self-sufficiency? (up to 5 points)
  - Is there a clear plan to institutionalize project achievements? (up to 5 points)
  - Is there a clear and comprehensive 5-year plan to improve services to Hispanic and other low-income students. (up to 5 points)

B. Quality of Project Design (Total: Up to 15 points)

- To what extent does the proposed project demonstrate a rationale (up to 10 points)?
- To what extent is the project supported by promising evidence (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.

C. QUALITY OF ACTIVITY OBJECTIVES (TOTAL: UP TO 10 POINTS)

- Are the objectives for each activity realistic and defined in terms of measurable results? (up to 5 points)

- Are the objectives for each activity directly related to concerns/challenges and goals identified in the CDP? (up to 5 points)

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

- Is the proposed implementation strategy for each activity comprehensive? (up to 10 points)
- Is the rationale for the implementation strategy for each activity clearly described and supported by results of relevant studies or projects? (up to 5 points)
- Is the timetable for each activity realistic and likely to be attained? (up to 5 points)

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

- Are the procedures for managing the project likely to ensure effective and efficient project implementation? (up to 5 points)

- Is the Project Coordinator and Activity Director afforded sufficient authority to conduct the project effectively, including access to the President or CEO? (up to 5 points)

F. Quality of Key Personnel (Total: Up to 5 points)

- Are the past-experience and training of key personnel directly related to the activity objectives? (up to 2 points)
- Are the key personnel time commitments realistic? (up to 3 points)

G. Quality of Evaluation Plan (Total: Up to10 points)

- Are the data elements and collection procedures clearly described and appropriate to measure project outcomes? (up to 5 points)

- Are the data analysis procedures clearly described and are they likely to produce formative and summative results? (up to 5 points)

H. Quality of Budget (Total: Up to 5 points)

- Are the costs proposed in your budget necessary and reasonable in relation to the project?

*A detailed budget must be provided in the Budget Narrative; and an overall summary budget for the project must be outlined on the ED 524 form within the application.

Competitive Preference Priorities

Competitive Preference Priority 1- Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills (up to 5 additional points)

Projects that are designed to address at least one of the following priority areas:

(a) Improving collaboration between education providers and employers to ensure student learning objectives are aligned with the skills or knowledge required for employment

(b) Providing work-based learning experiences (such as internships, apprenticeships, and fellowships) that align with in-demand industry sectors or occupations

(c) Creating or expanding opportunities for students to obtain recognized postsecondary credentials in science, technology, engineering, mathematics, or computer science

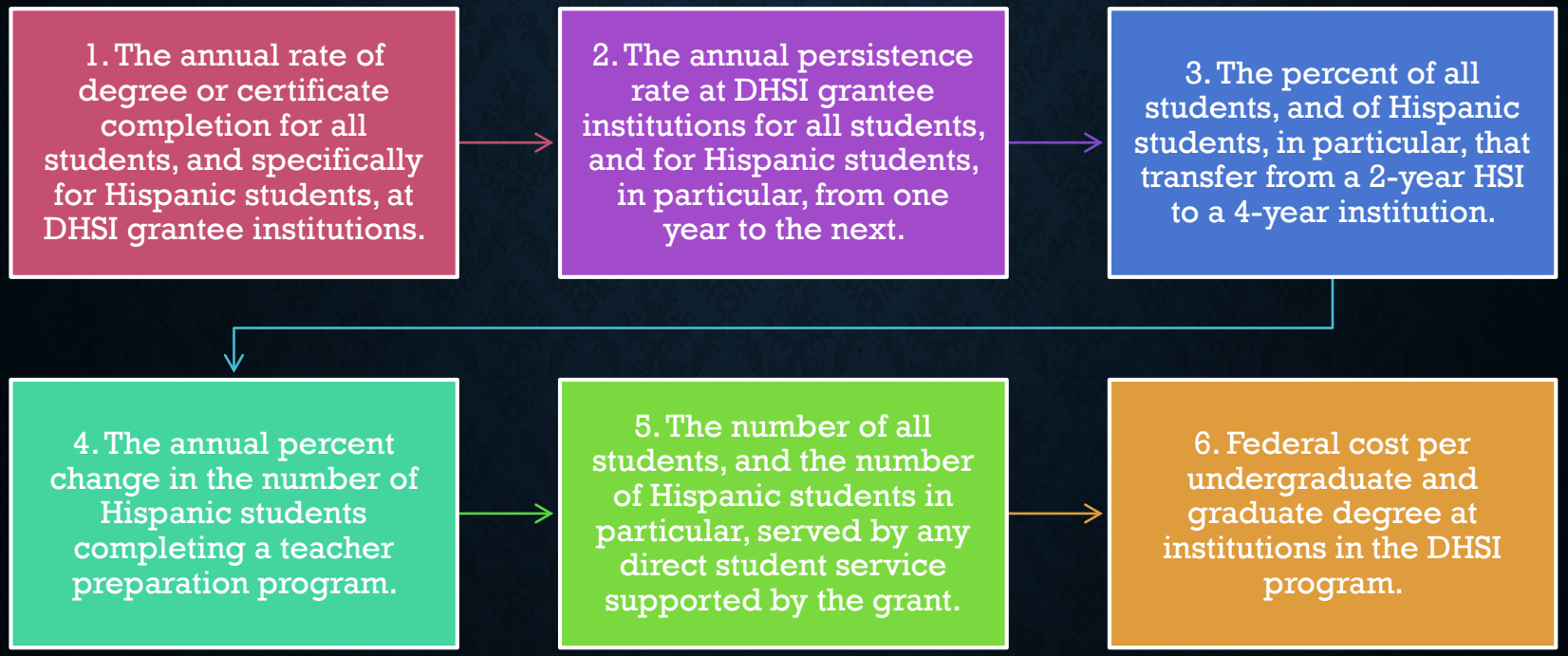
Competitive Preference Priority 2--

Fostering Knowledge and Promoting the Development of Skills That Prepare Students To Be Informed, Thoughtful, and Productive Individuals and Citizens (up to 5 additional points).

Projects that are designed to support instruction in personal financial literacy, knowledge of markets and economics, knowledge of higher education financing and repayment (e.g., college savings and student loans), or other skills aimed at building personal financial understanding and responsibility.

Performance Measures

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



PERFORMANCE MEASURES- WHAT TO CONSIDER

* Propose performance measures and specify the targeted outcome levels they expect to achieve.

* Consider the Secretary's Performance. All may not apply.

* 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.

* 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.



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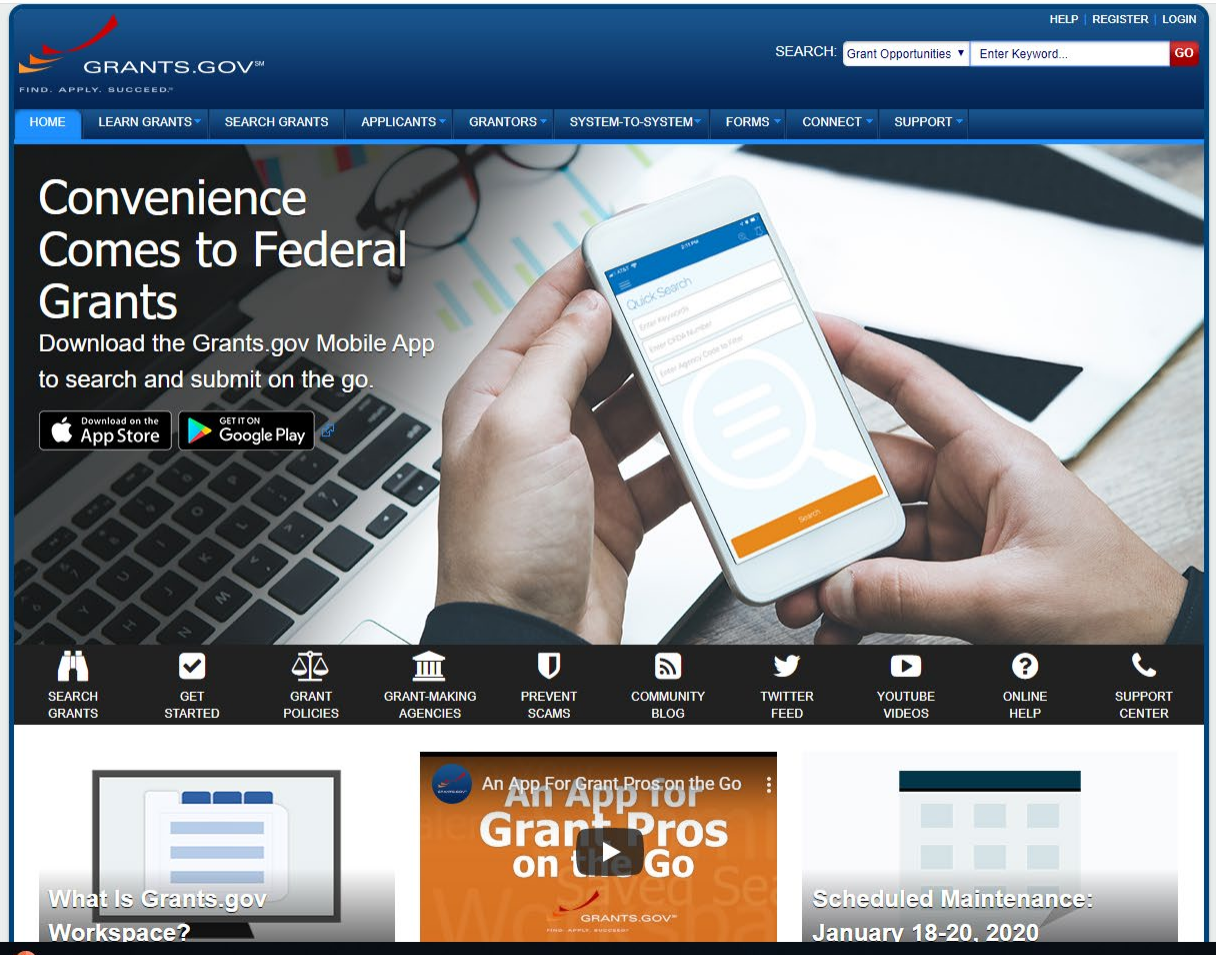
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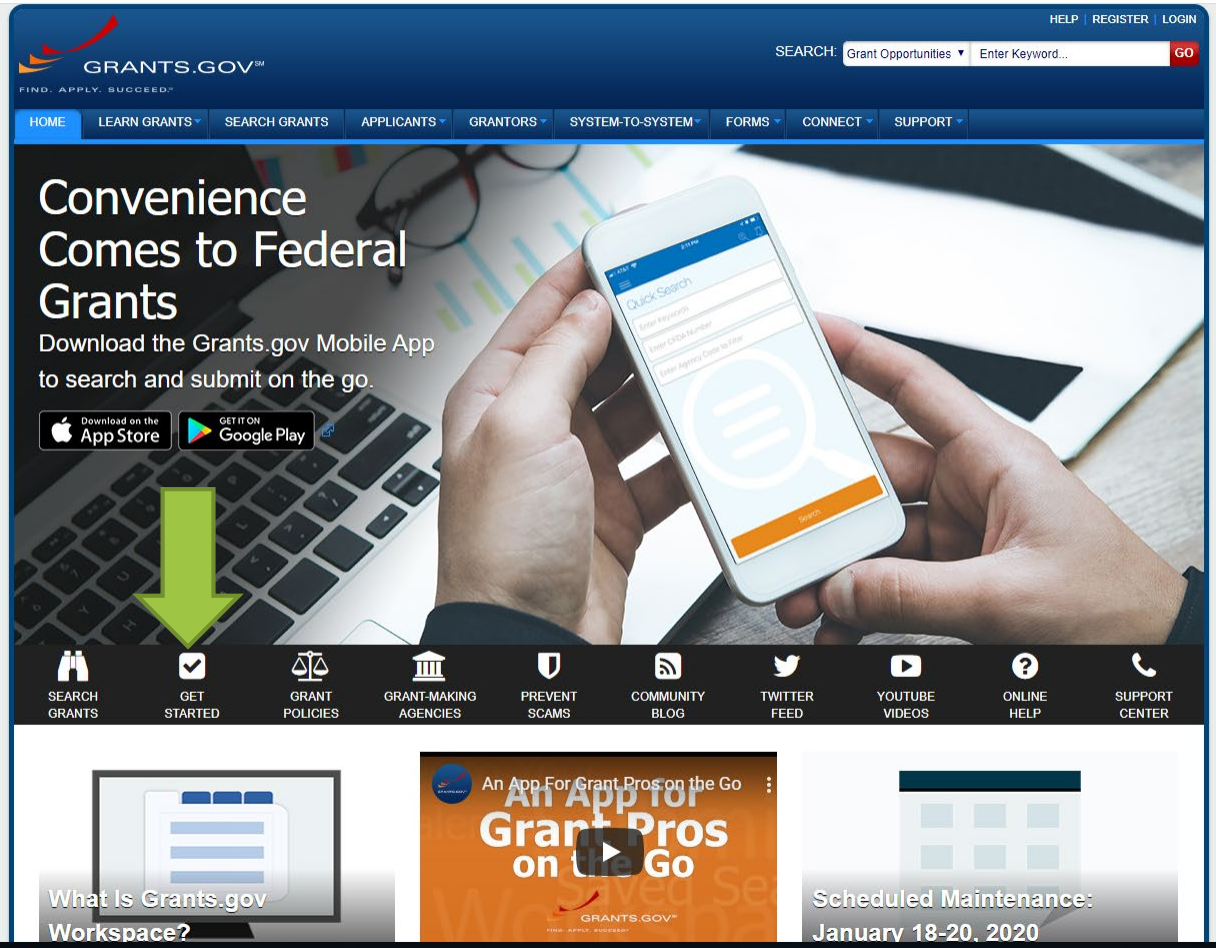
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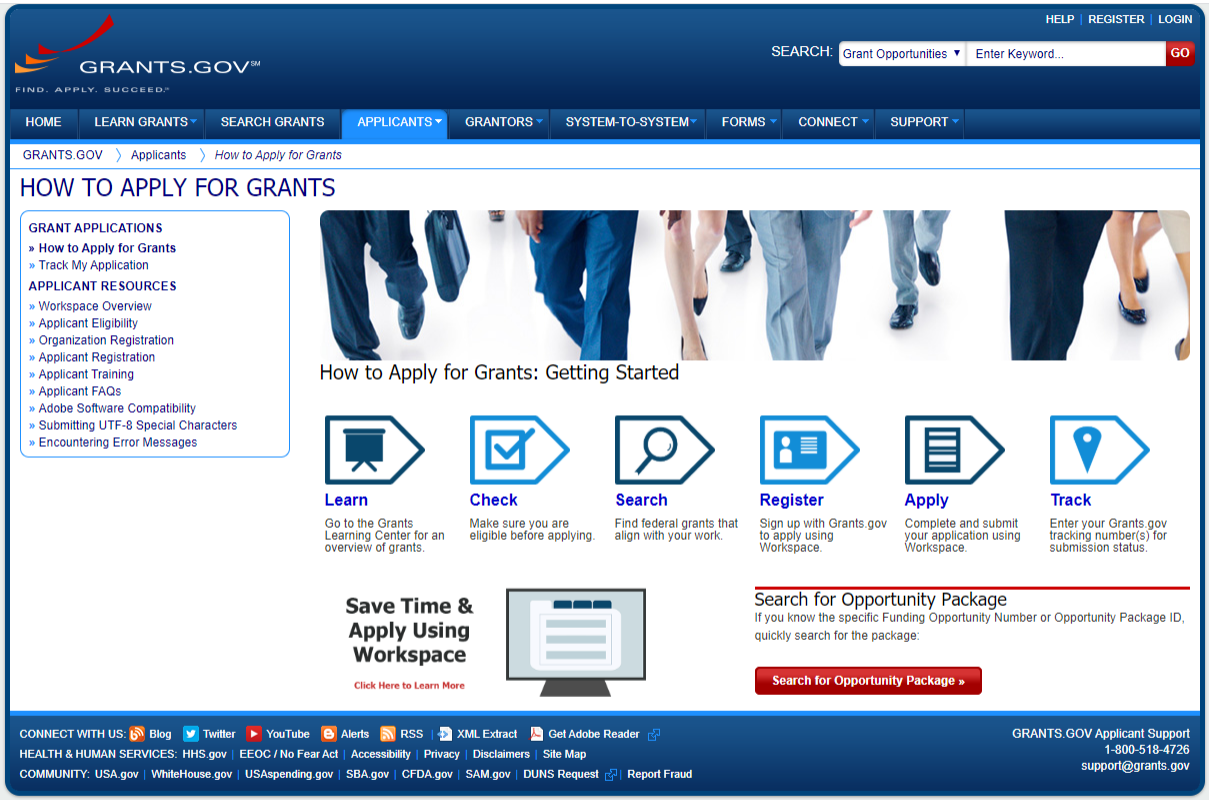
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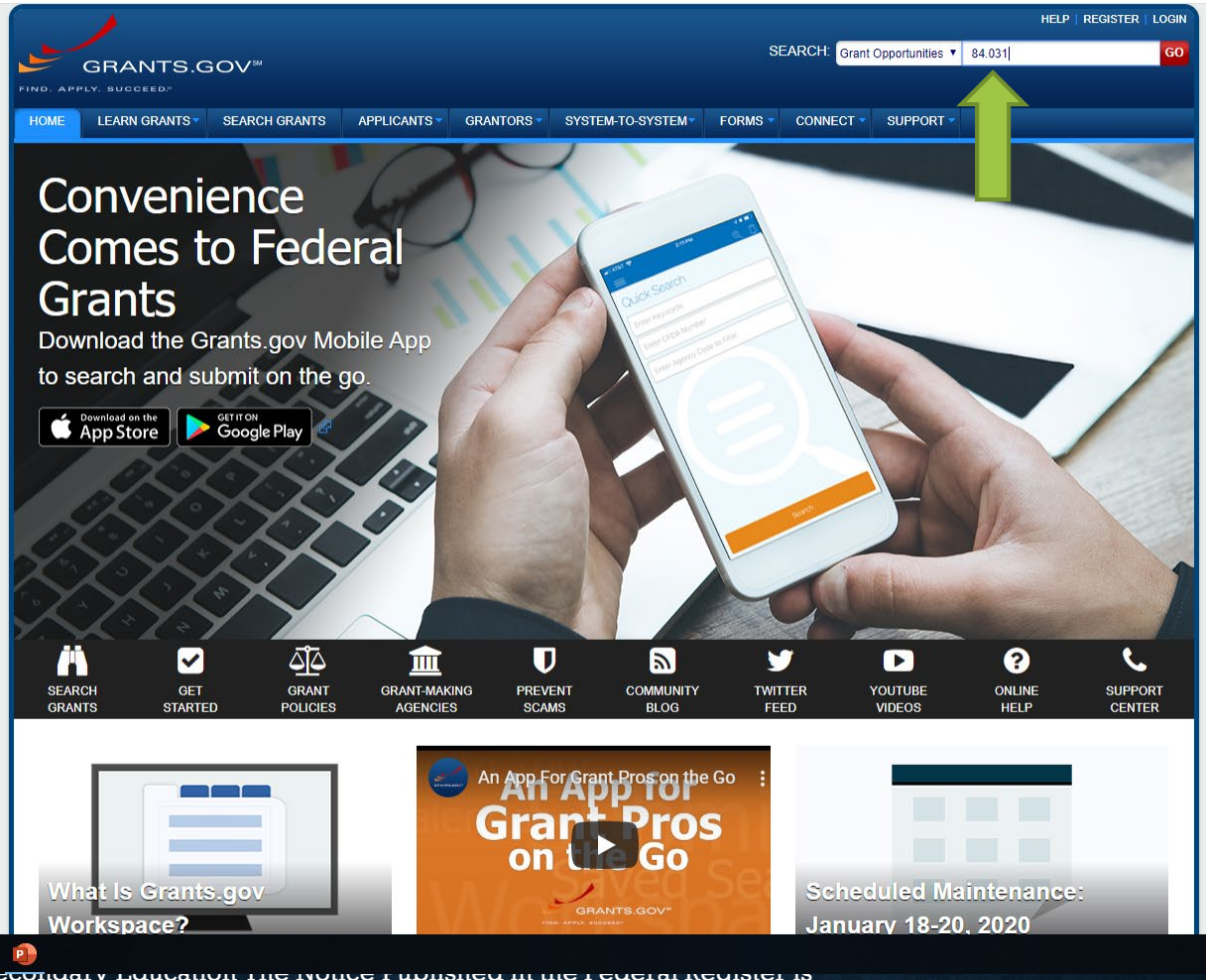
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BASIC SEARCH CRITERIA:

Keyword(s): 84.031

Opportunity Number:

CFDA:

SEARCH

OPPORTUNITY STATUS:

- ☑ Forecasted (0)
- ☑ Posted (1)
- ☐ Closed (0)
- ☐ Archived (35)

FUNDING INSTRUMENT TYPE:

- ☑ All Funding Instruments
- ☐ Grant (1)

ELIGIBILITY:

- ☑ All Eligibilities
- ☐ Others (see text field entitled 'Additional Information on Eligibility' for clarification) (1)
- ☐ Private institutions of higher education (1)
- ☐ Public and State controlled institutions of higher education (1)

CATEGORY:

- ☑ All Categories
- ☐ Education (1)

AGENCY:

- ☑ All Agencies
- ☐ All Department of Education [ED] (1)

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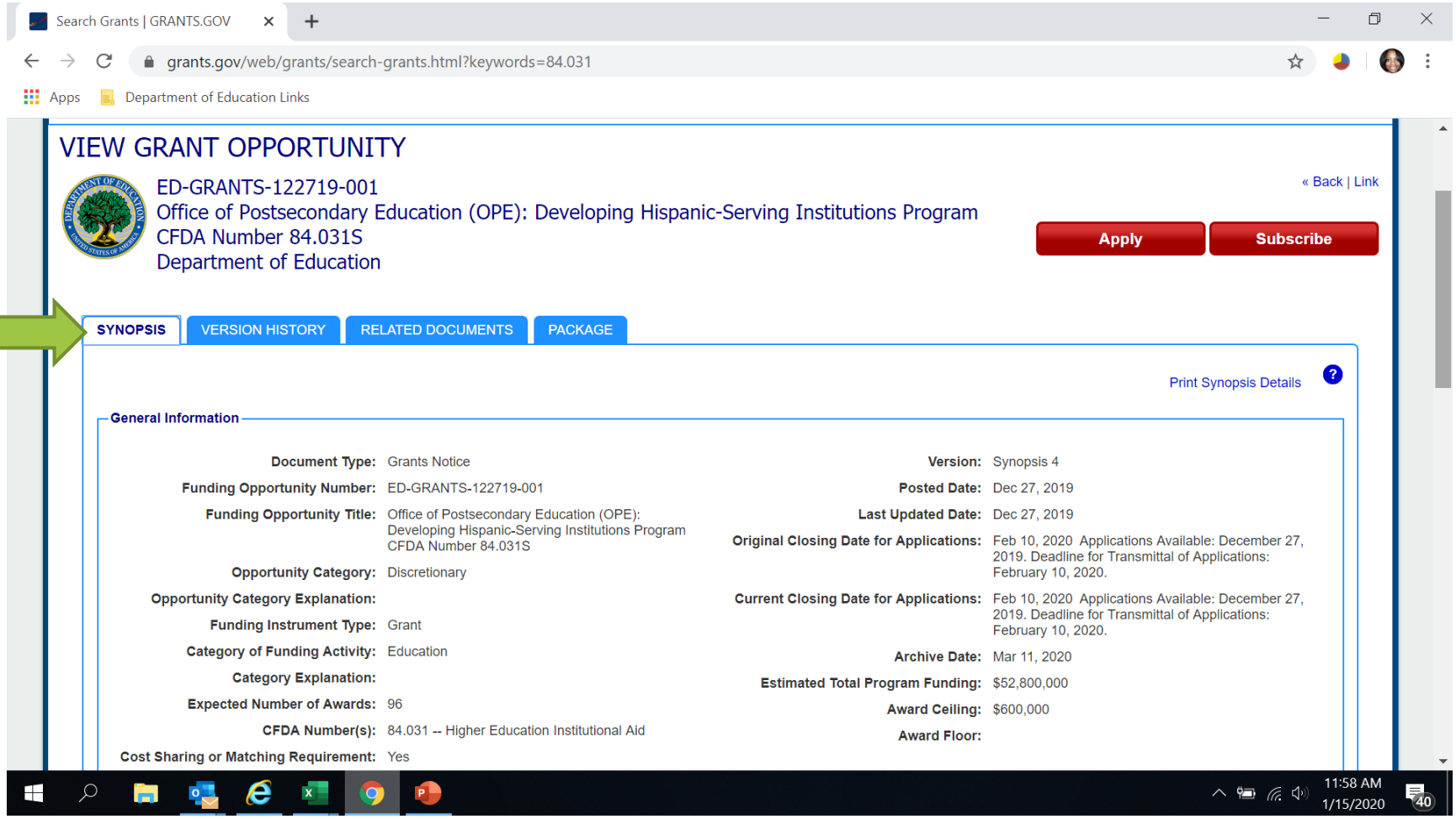
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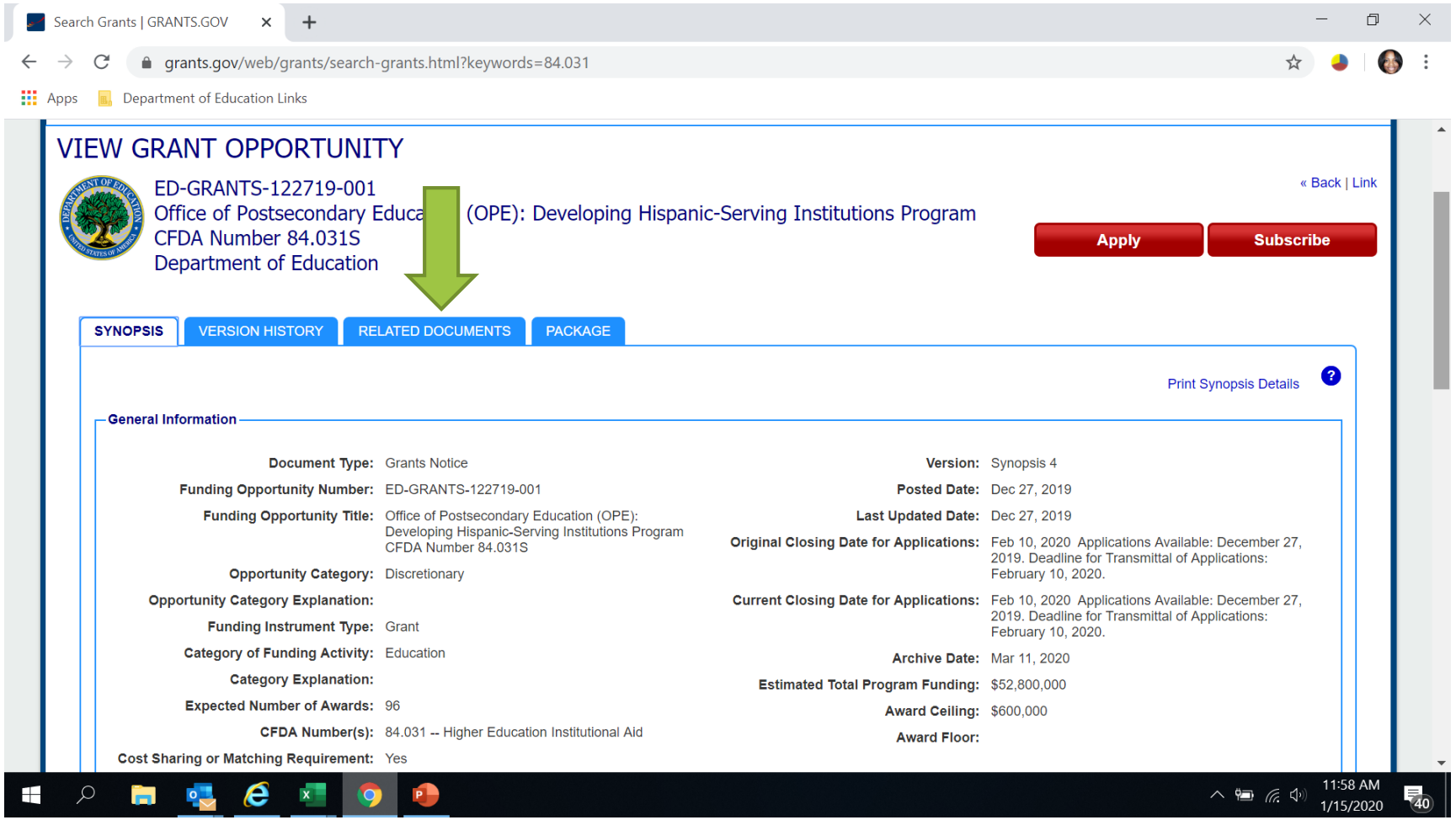
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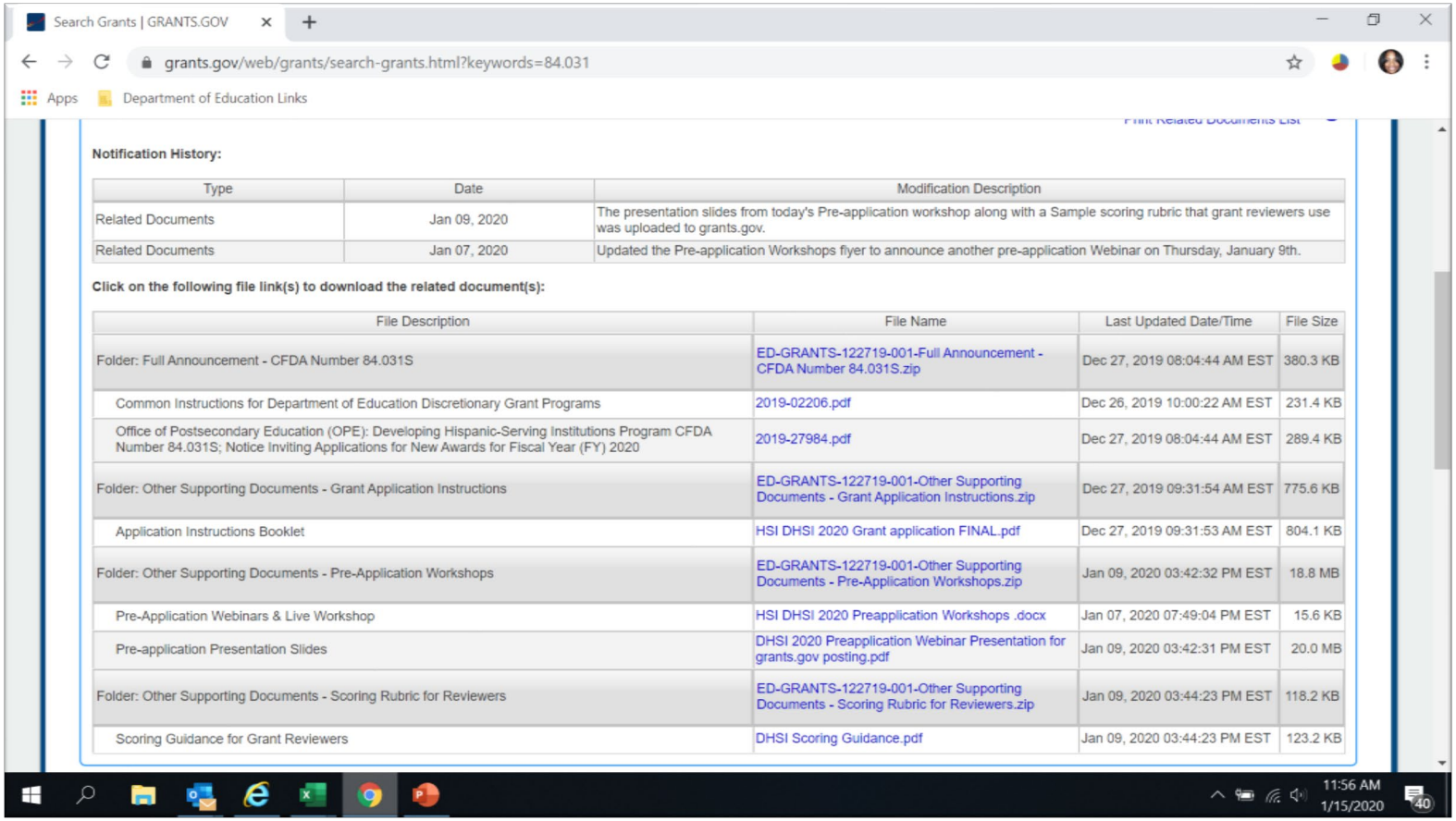
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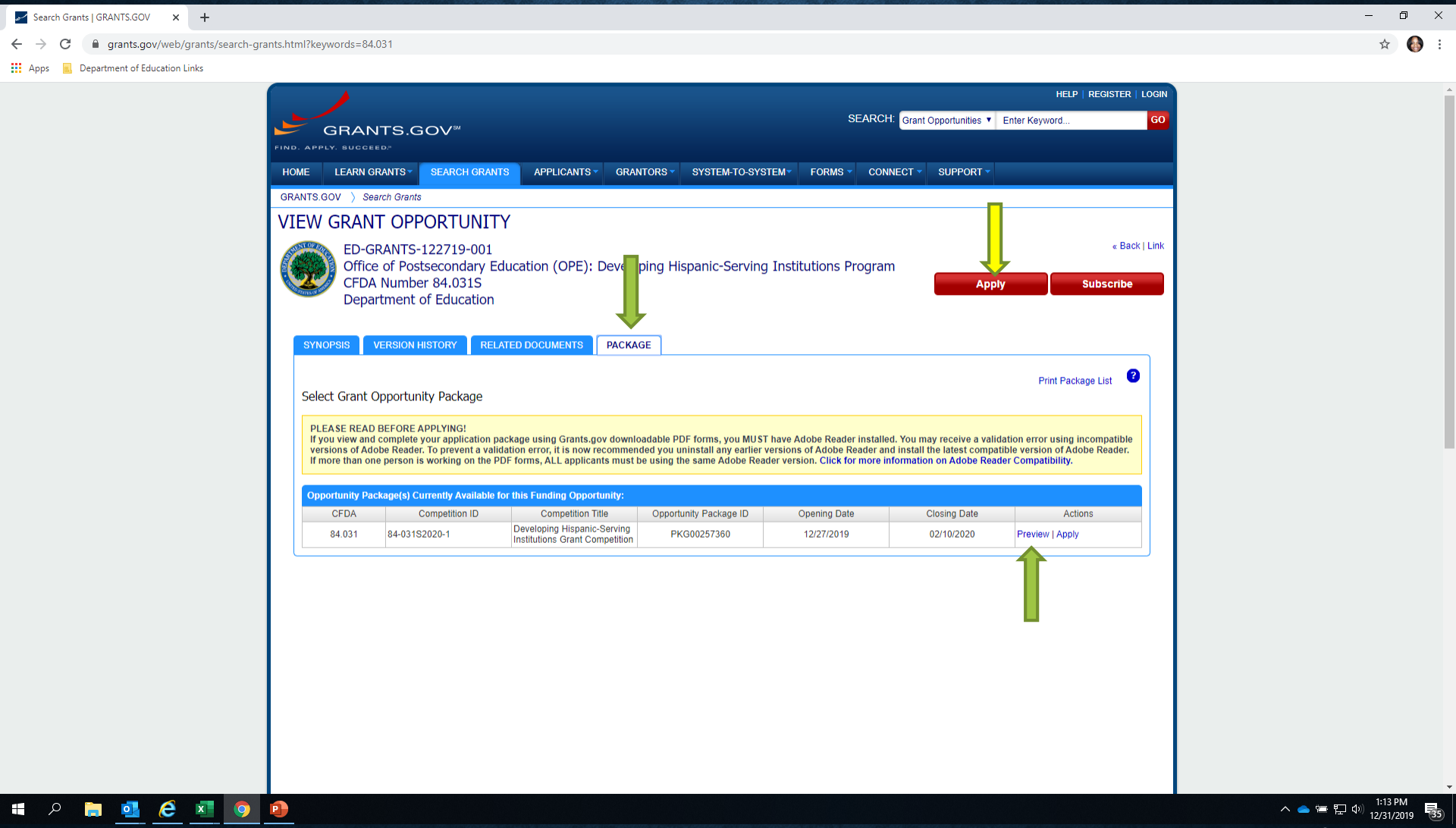


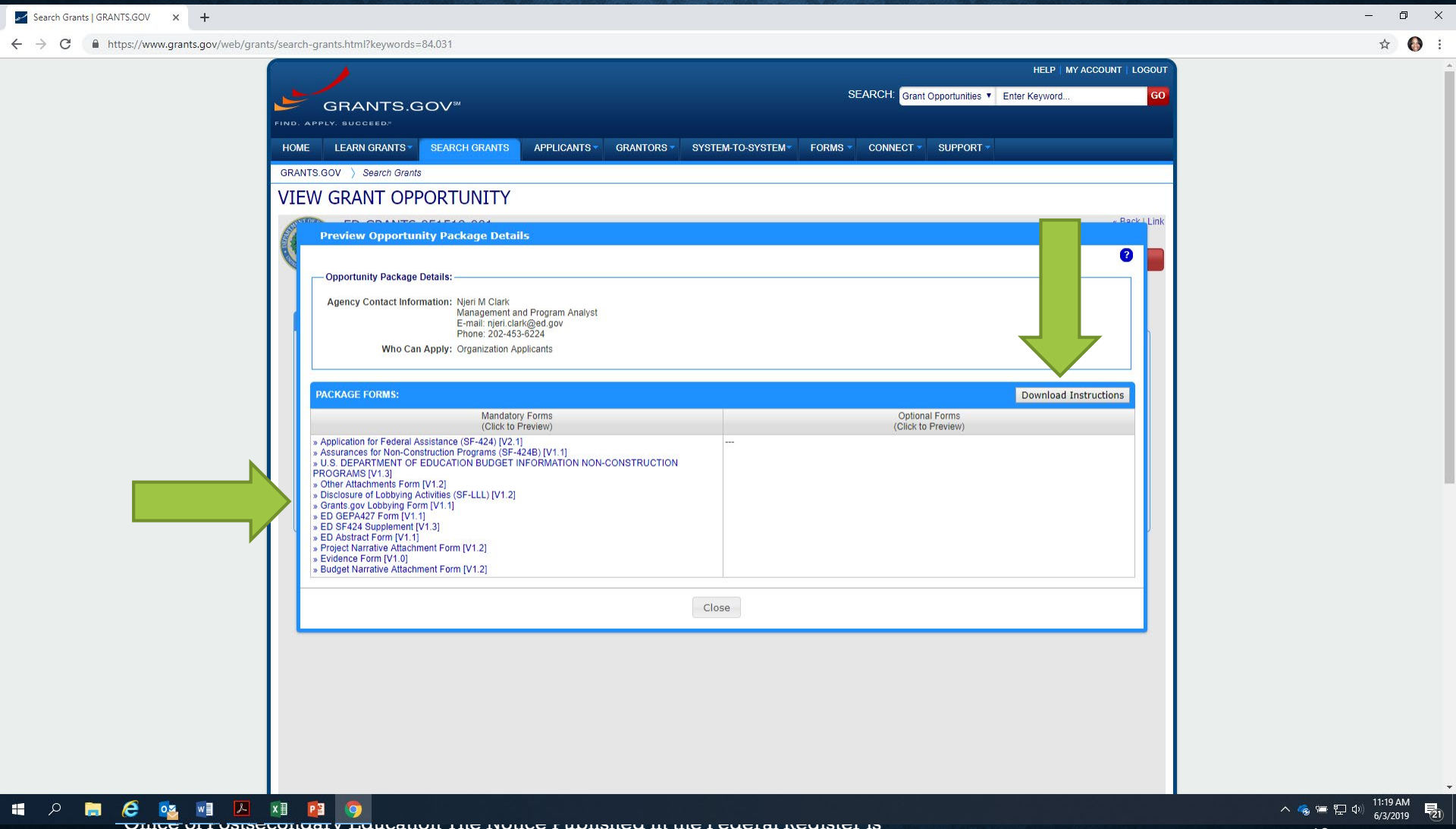
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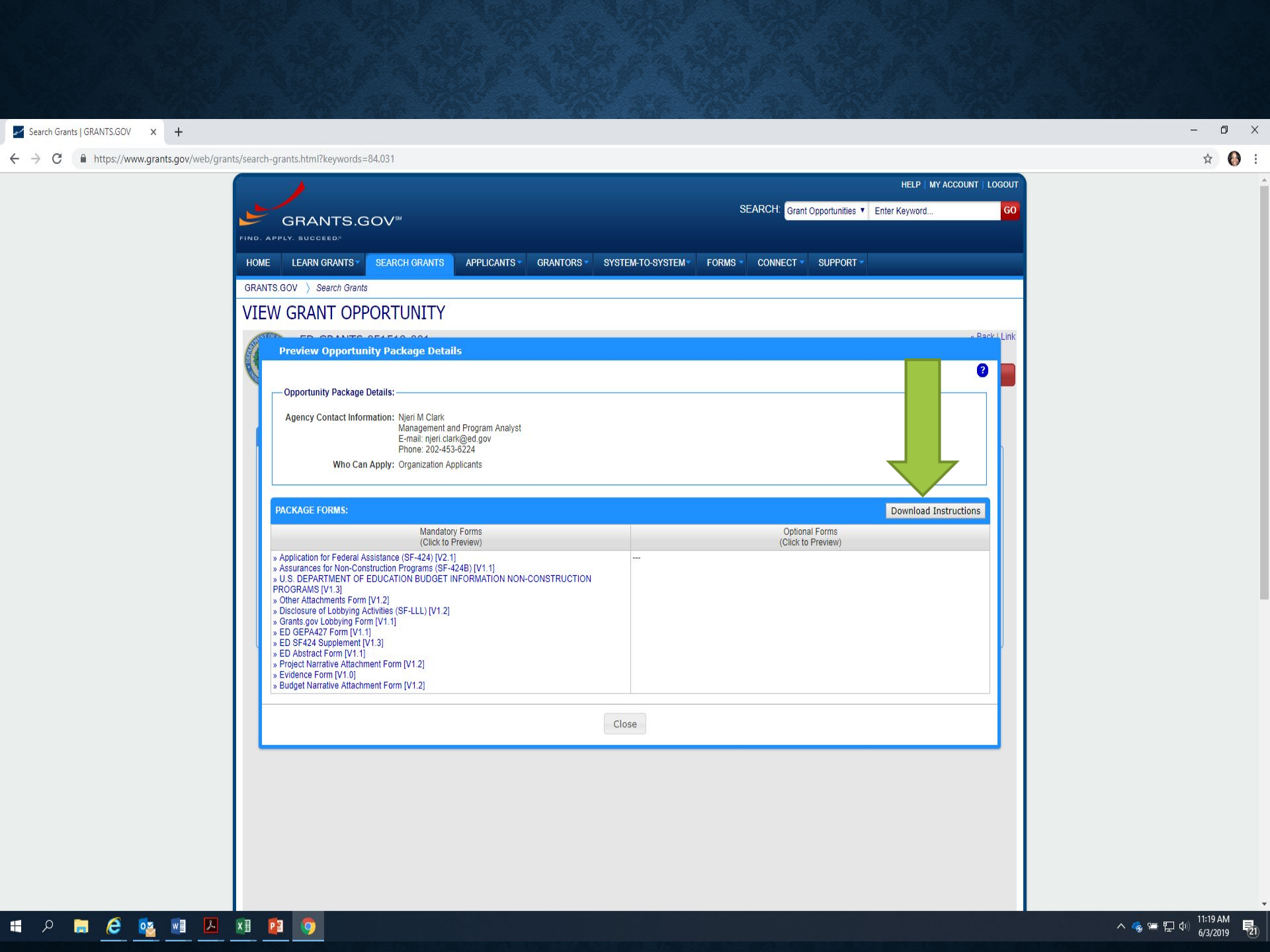
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Related Documents | Jan 09, 2020 | The presentation slides from today's Pre-application workshop along with a Sample scoring rubric that grant reviewers use was uploaded to grants.gov.
Related Documents | Jan 07, 2020 | Updated the Pre-application Workshops flyer to announce another pre-application Webinar on Thursday, January 9th.
Click on the following file link(s) to download the related document(s):
File Description | File Name | Last Updated Date/Time | File Size
Folder: Full Announcement - CFDA Number 84.031S | ED-GRANTS-122719-001-Full Announcement - CFDA Number 84.031S.zip | Dec 27, 2019 08:04:44 AM EST | 380.3 KB
Common Instructions for Department of Education Discretionary Grant Programs | 2019-02206.pdf | Dec 26, 2019 10:00:22 AM EST | 231.4 KB
Office of Postsecondary Education (OPE): Developing Hispanic-Serving Institutions Program CFDA Number 84.031S; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2020 | 2019-27984.pdf | Dec 27, 2019 08:04:44 AM EST | 289.4 KB
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» Other Attachments Form [V1.2]
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» Grants.gov Lobbying Form [V1.1]
» ED GEPA427 Form [V1.1]
» ED SF424 Supplement [V1.3]
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» Project Narrative Attachment Form [V1.2]
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Fiscal Year 2020

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UNDER THE DEVELOPING

HISPANIC-SERVING INSTITUTIONS PROGRAM

CFDA NUMBER: 84.031S

Form Approved

OMB No. 1840-0745, Expiration Date: 2/29/2020

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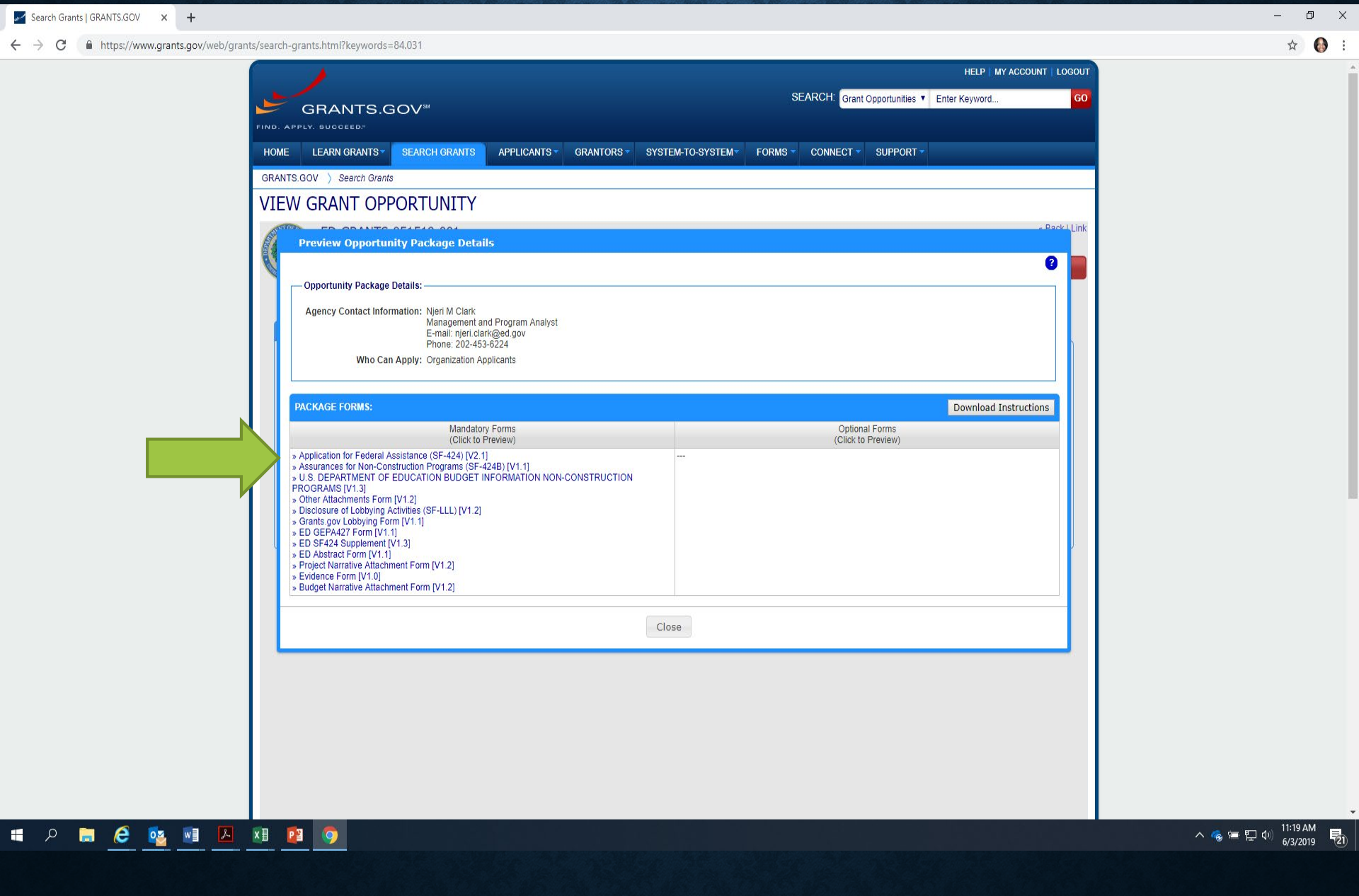
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Opportunity Package Details:
Agency Contact Information: Njeri M Clark
Management and Program Analyst
E-mail: njeri.clark@ed.gov
Phone: 202-453-6224
Who Can Apply: Organization Applicants
PACKAGE FORMS:
Download Instructions
Mandatory Forms (Click 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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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:

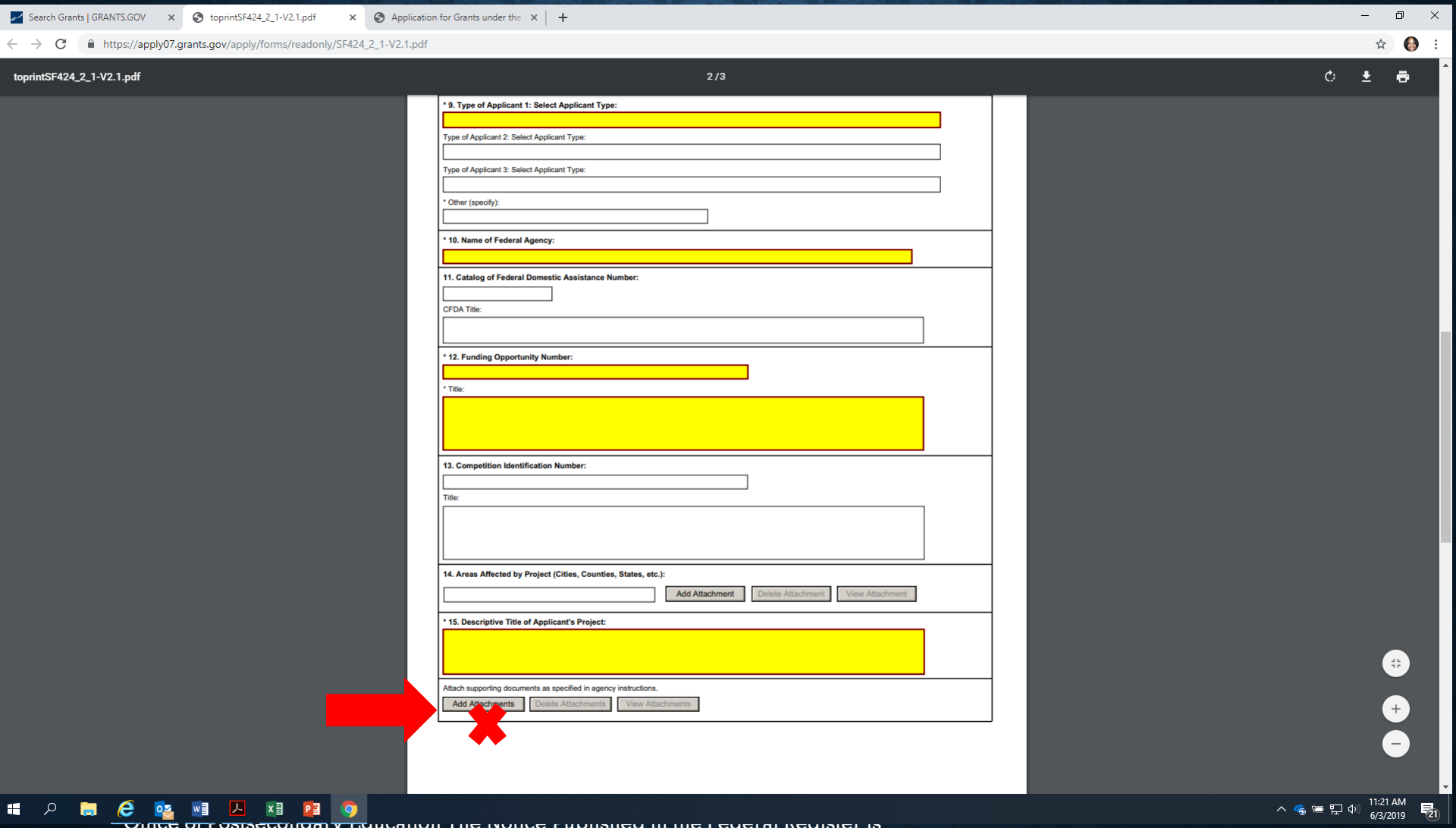
Department Name:	Division Name:

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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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 Agre approve e Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following in

Period Covered by the Indirect Cost R rom: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED se specify):

The Indirect Cost Rate is

(3) If this is your first Federal grant, and yo have ved 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 y want to us 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

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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.	

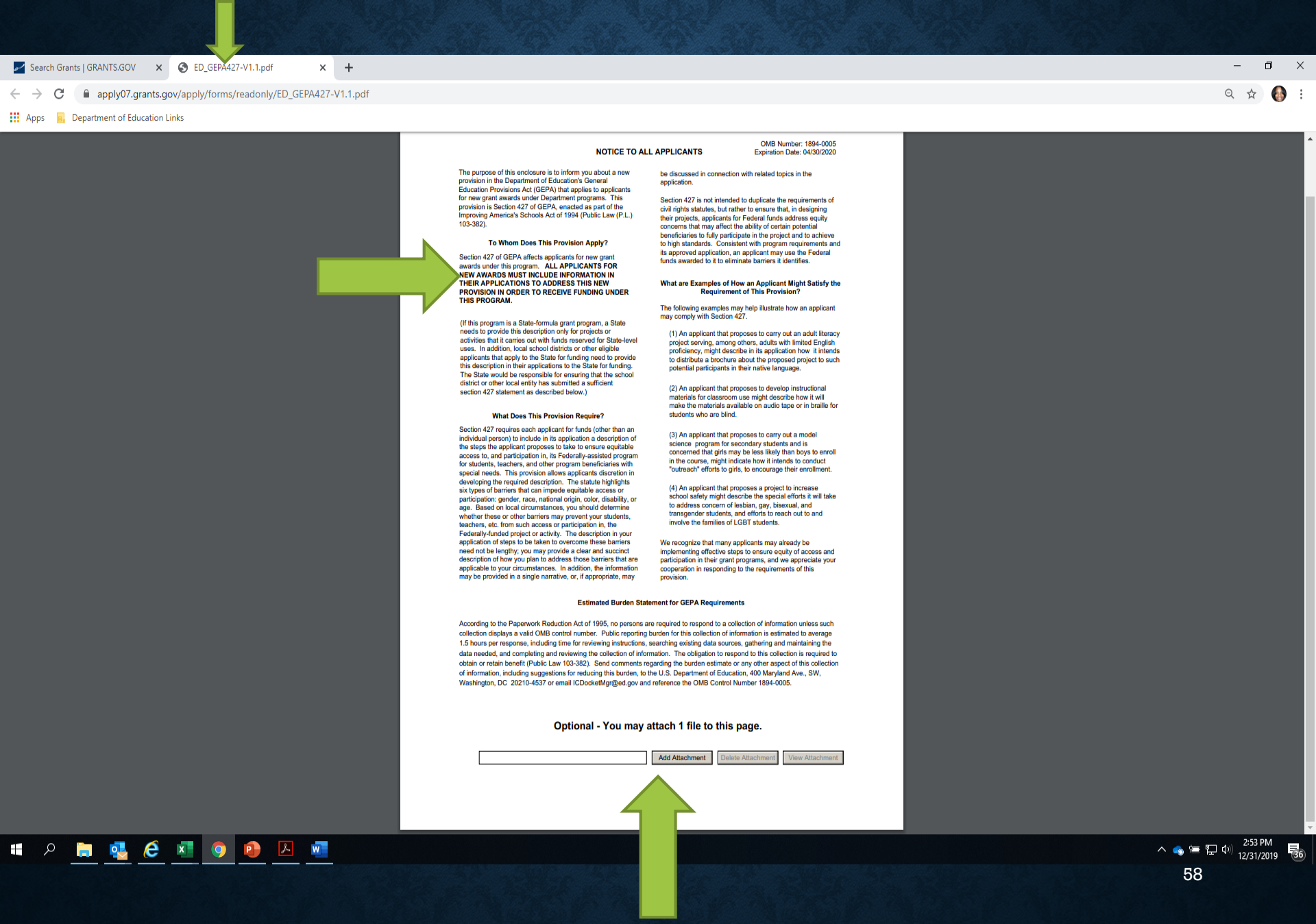
SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

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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 WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a

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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.

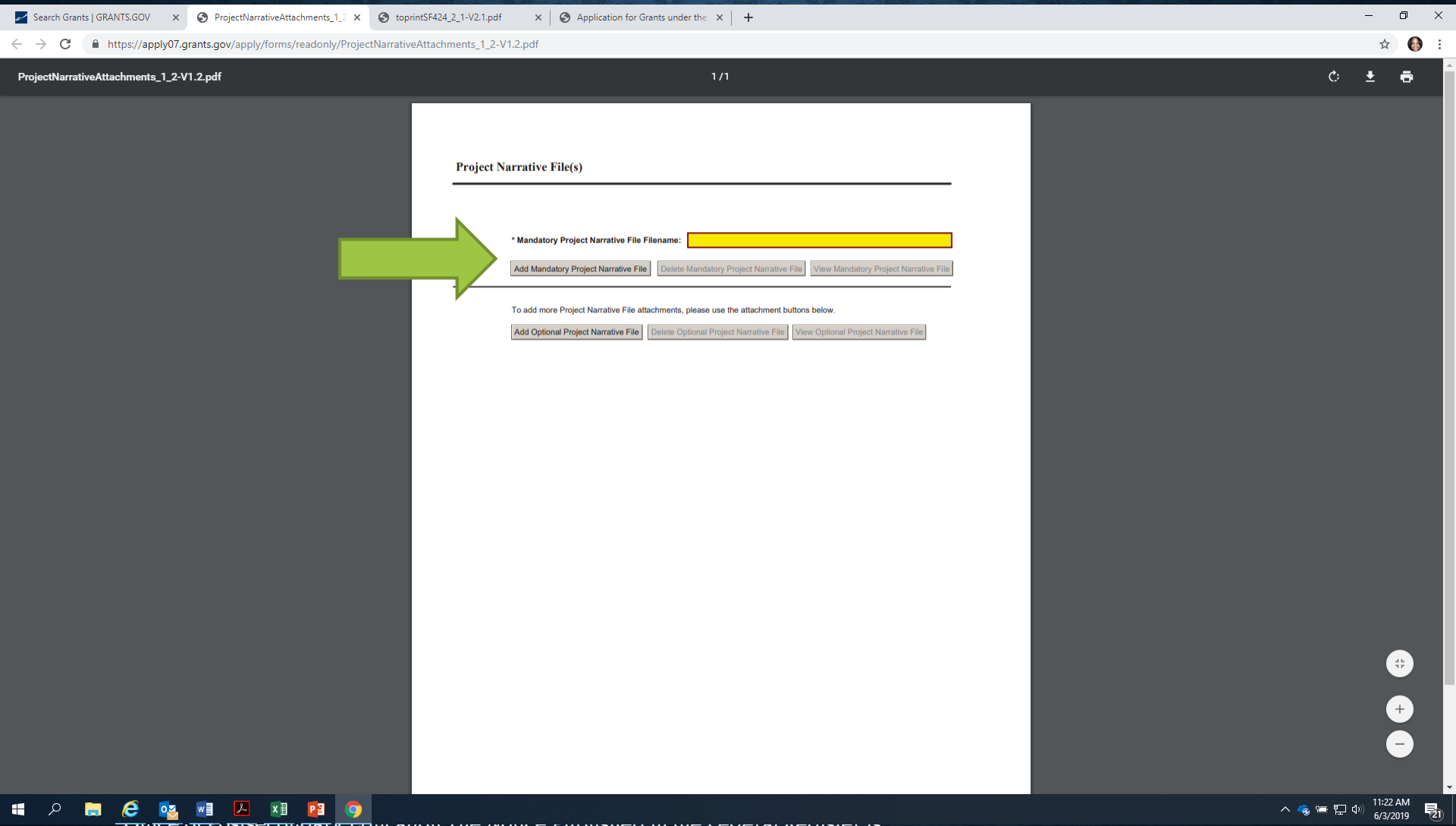
[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You must attach one and only one file to this page.

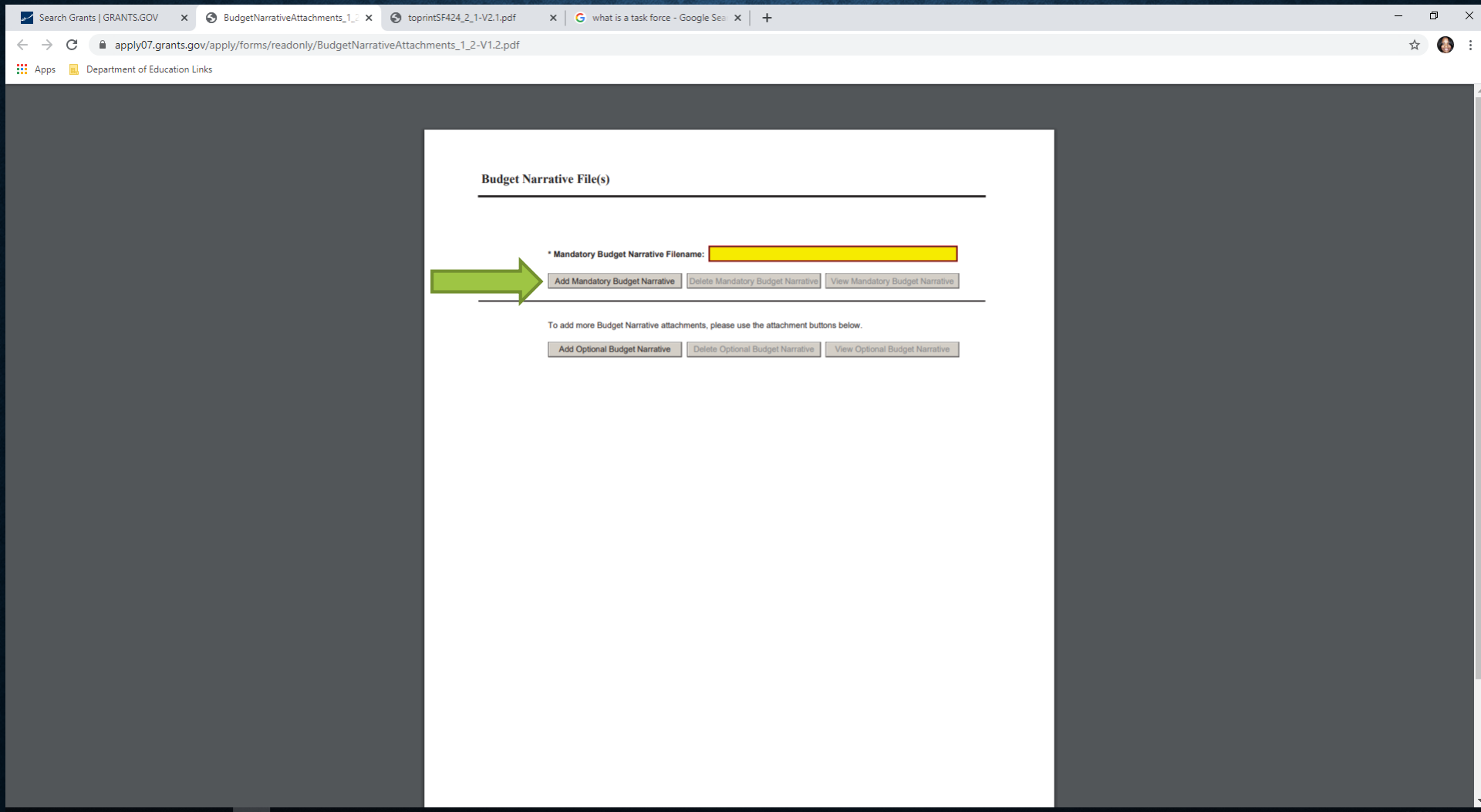
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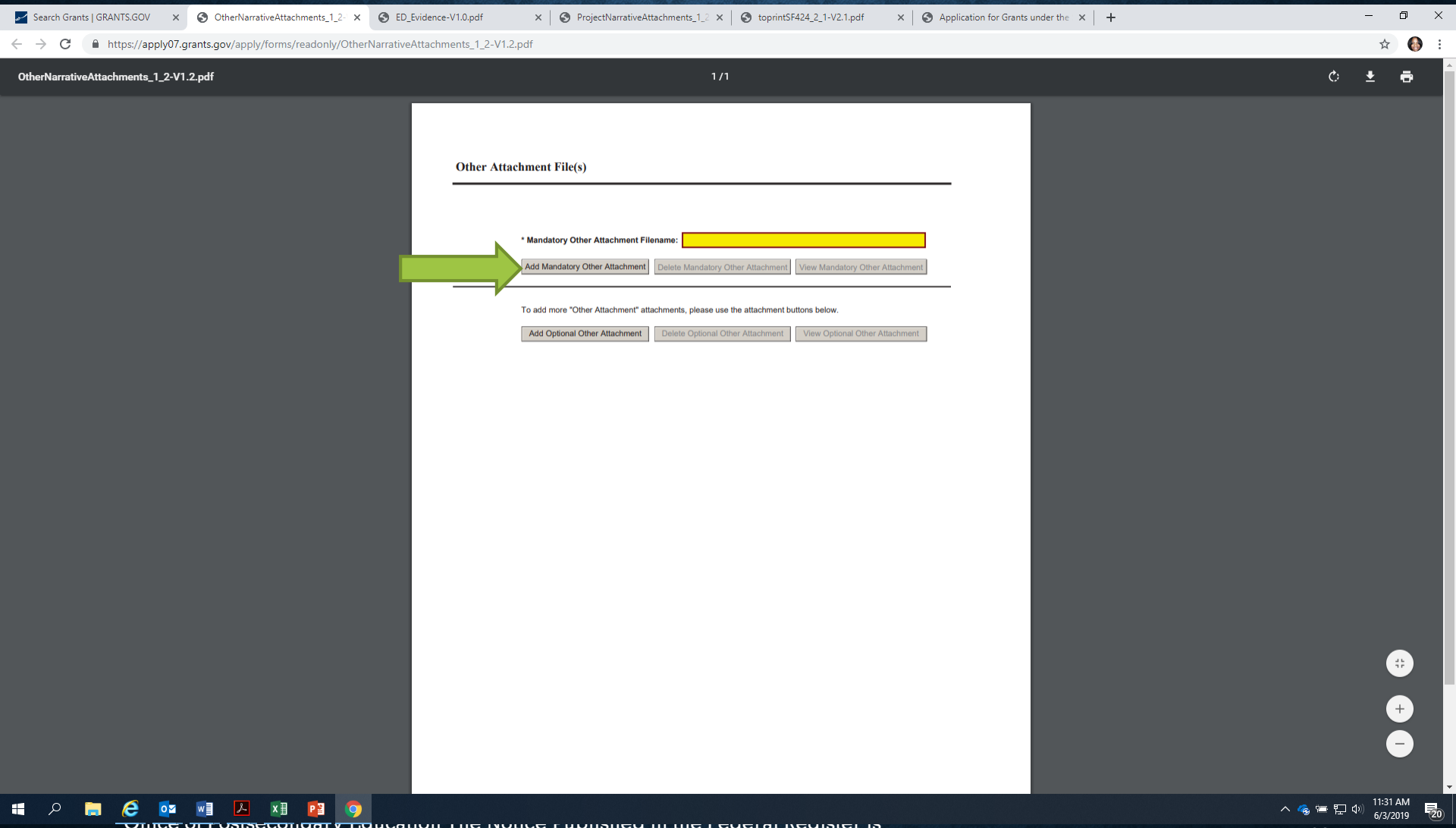


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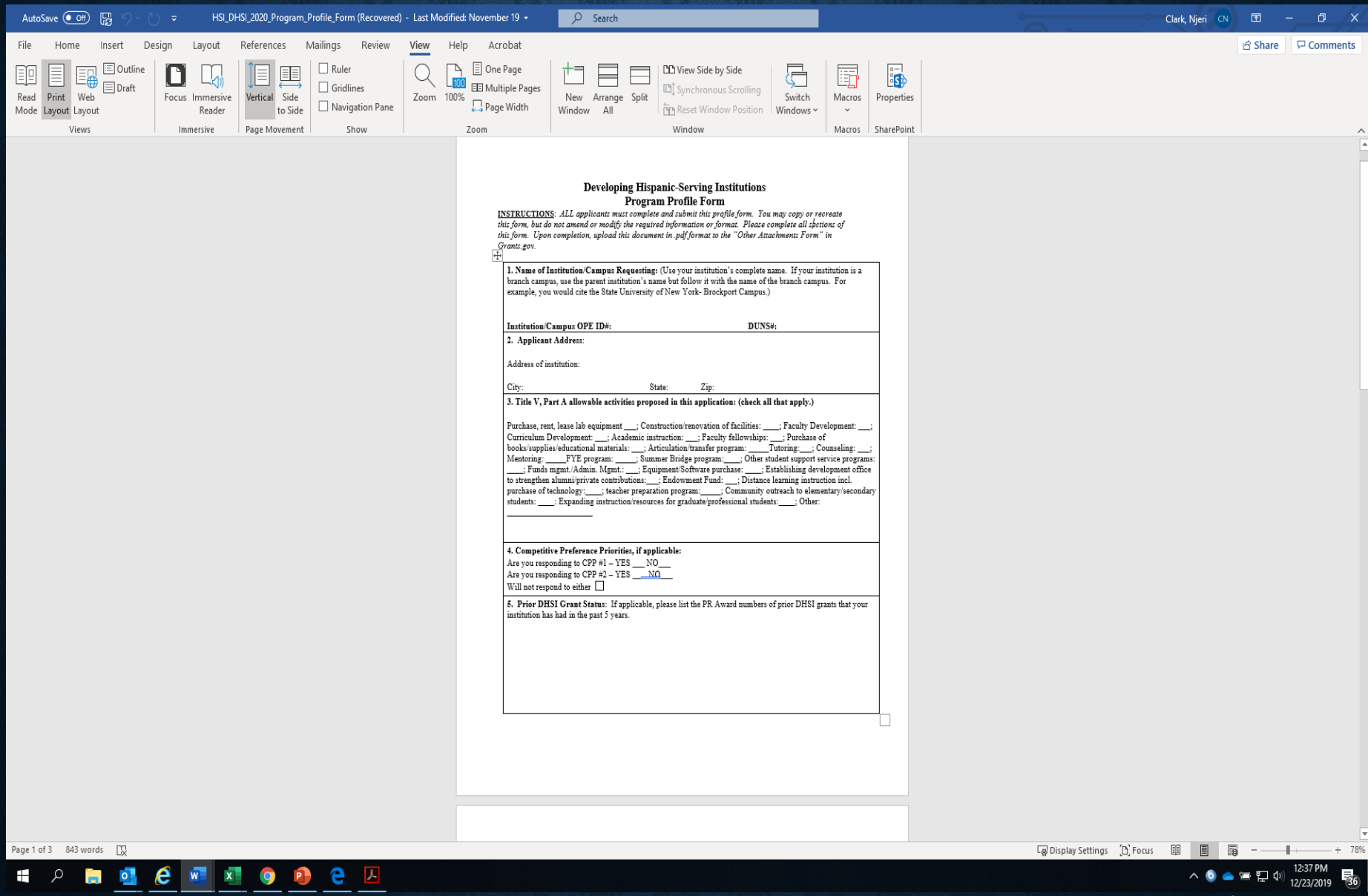


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Developing Hispanic-Serving Institutions
Program Profile Form

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. 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- Brockport Campus.)

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

2. Applicant Address:

Address of institution:

City: State: Zip:

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

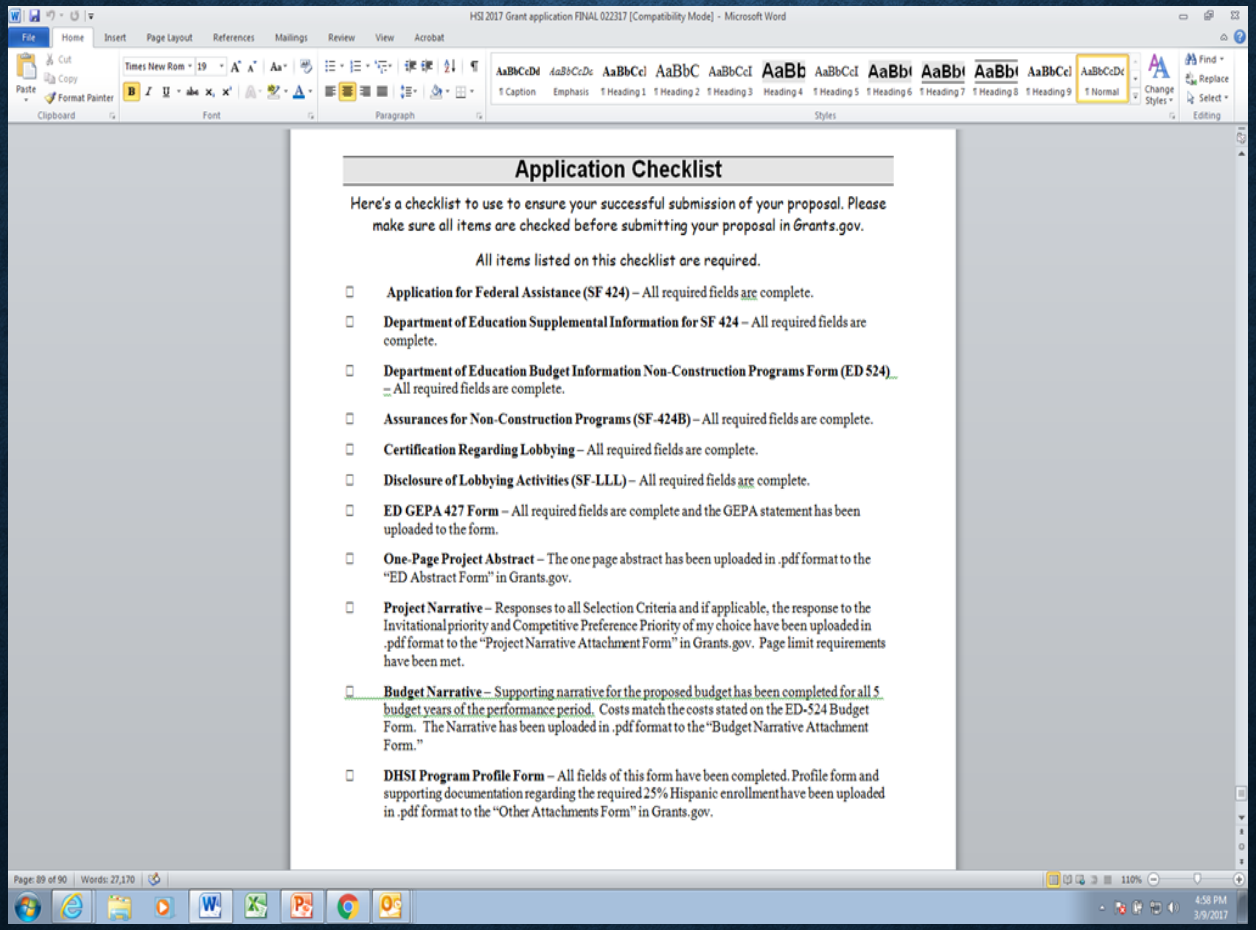
Purchase, rent, lease lab equipment ___; Construction/renovation of facilities: ____; Faculty Development: ___; Curriculum Development: ___; Academic instruction: ___; Faculty fellowships: ___; Purchase of books/supplies/educational materials: ___; Articulation/transfer program: _____Tutoring:___; Counseling: ___; Mentoring: _____FYE program: _____; Summer Bridge program:____; Other student support service programs: ____; Funds mgmt./Admin. Mgmt.: ___; 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. Competitive Preference Priorities, if applicable:
Are you responding to CPP #1 – YES ___ NO___
Are you responding to CPP #2 – YES ___ NO___
Will not respond to either ☐

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.

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BEFORE SUBMITTING YOUR APPLICATION, USE THE APPLICATION CHECKLIST IN THE INSTRUCTIONS BOOKLET



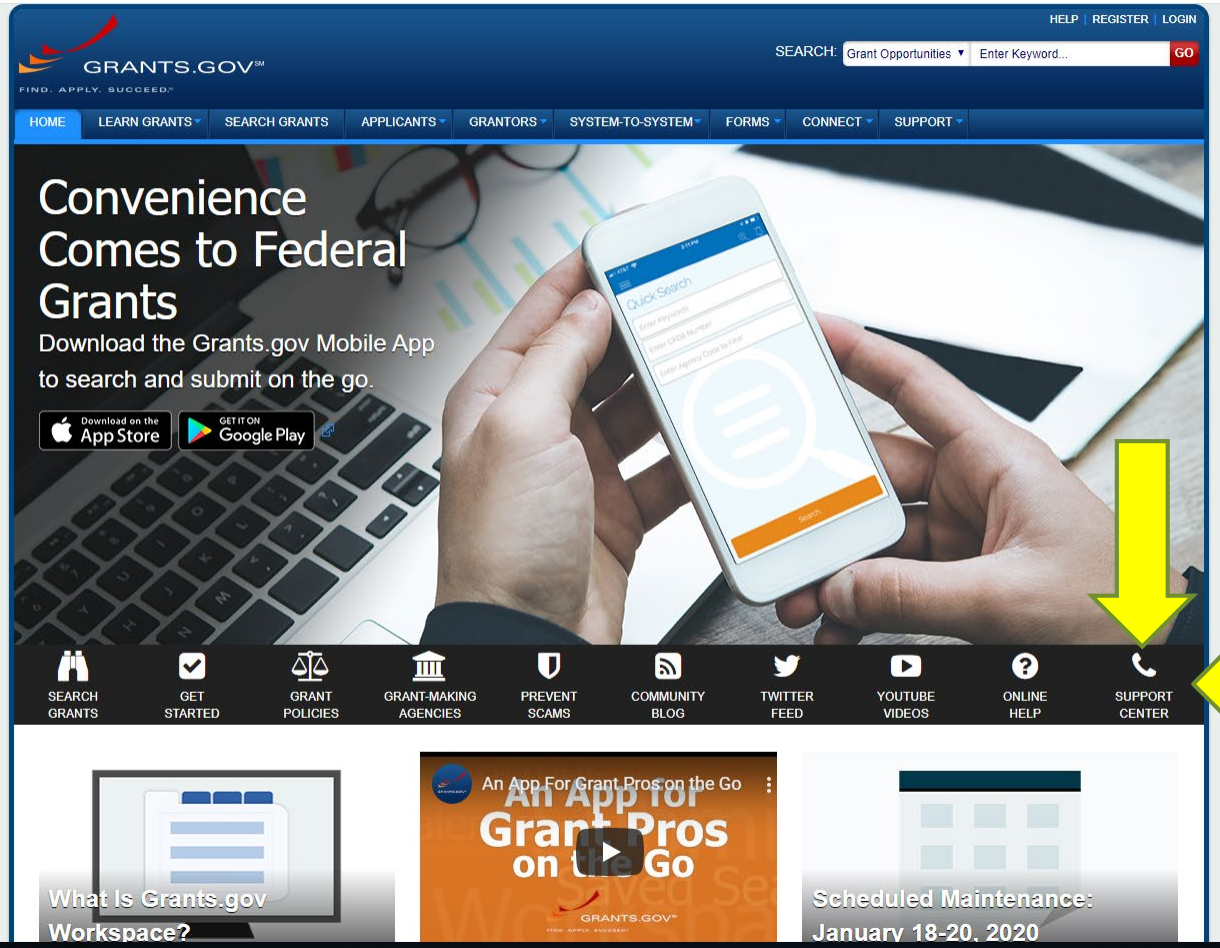
Application Checklist

Here's a checklist to use to ensure your successful submission of your proposal. Please make sure all items are checked before submitting your proposal in Grants.gov.

All items listed on this checklist are required.

- ☐ **Application for Federal Assistance (SF 424)** – All required fields are complete.
- ☐ **Department of Education Supplemental Information for SF 424** – All required fields are complete.
- ☐ **Department of Education Budget Information Non-Construction Programs Form (ED 524)** – All required fields are complete.
- ☐ **Assurances for Non-Construction Programs (SF-424B)** – All required fields are complete.
- ☐ **Certification Regarding Lobbying** – All required fields are complete.
- ☐ **Disclosure of Lobbying Activities (SF-LLL)** – All required fields are complete.
- ☐ **ED GEPA 427 Form** – All required fields are complete and the GEPA statement has been uploaded to the form.
- ☐ **One-Page Project Abstract** – The one page abstract has been uploaded in .pdf format to the "ED Abstract Form" in Grants.gov.
- ☐ **Project Narrative** – Responses to all Selection Criteria and if applicable, the response to the Invitational priority and Competitive Preference Priority of my choice have been uploaded in .pdf format to the "Project Narrative Attachment Form" in Grants.gov. Page limit requirements have been met.
- ☐ **Budget Narrative** – Supporting narrative for the proposed budget has been completed for all 5 budget years of the performance period. Costs match the costs stated on the ED-524 Budget Form. The Narrative has been uploaded in .pdf format to the "Budget Narrative Attachment Form."
- ☐ **DHSI Program Profile Form** – All fields of this form have been completed. Profile form and supporting documentation regarding the required 25% Hispanic enrollment have been uploaded in .pdf format to the "Other Attachments Form" in Grants.gov.

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SEARCH: Grant Opportunities Enter Keyword... GO
HOME
LEARN GRANTS
SEARCH GRANTS
APPLICANTS
GRANTORS
SYSTEM-TO-SYSTEM
FORMS
CONNECT
SUPPORT
Convenience Comes to Federal Grants
Download the Grants.gov Mobile App to search and submit on the go.
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GET IT ON Google Play
SEARCH GRANTS
GET STARTED
GRANT POLICIES
GRANT-MAKING AGENCIES
PREVENT SCAMS
COMMUNITY BLOG
TWITTER FEED
YOUTUBE VIDEOS
ONLINE HELP
SUPPORT CENTER
What Is Grants.gov Workspace?
An App For Grant Pros on the Go
Scheduled Maintenance: January 18-20, 2020
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The Application Review Process

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 reviewer 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 where reviewers discuss applications from their perspective and to gain an understanding of the panel member's comments and scores. *Consensus is not required.

8. Reviews are held virtually or may be held in person in Washington, DC.

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.

APPENDICES



APPENDIX A
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** -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. DHSI 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 P031S200010.
- **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

APPENDIX B
Planning Considerations

PLANNING YOUR GRANT APPLICATION

- Use analysis and evaluation to identify institutional challenges or issues.
- Focus on the most well analyzed challenges or issues that confront your institution.
- Ensure that those responsible for managing the grant will have sufficient authority to implement the proposed application activities effectively.
- Be realistic and straightforward about every aspect of your project design.
- Dedicate adequate resources and time to develop your grant application.
- Know your budget and ensure costs are justifiable, reasonable, and allowable.

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.

Remember- "Teamwork makes the dream work!"

MANAGING THE GRANT



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

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.



Key personnel may include Project Director, Activity Directors or Coordinators.



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

LOGIC MODELS

- Can help you plan and monitor program evaluations.
- Major components of education programs—resources, activities, outputs, and short-, mid-, and long-term outcomes
- Reveal the relationships among these components.
- Theses program components are often the focus of evaluation questions such as these:
  - To what degree were the program resources sufficient to implement the program effectively?
  - To what degree were the program activities conducted as intended?
  - To what degree were the expected program outputs realized?
  - To what degree did the program achieve its short-, mid-, and long-term outcomes?

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}

RESULTS

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.

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.

INSTITUTIONAL BUY-IN

- Do key institutional players (Chancellor or President, faculty, and staff) support the activities, goals, and objectives of the Title V proposal?
- Is there institutional commitment aligned to the purpose of the grant?
- Are there accountability measures in place for any partners named in the proposal?
- Have all the necessary stakeholders been informed, as applicable, about the activities, goals, and objectives in the proposal?
- Is this a "pet project" or an institutional project?

APPENDIX C
Frequently Asked Questions



1. **What is the range of awards?**

The estimated range of awards is $500,000-$600,000 per year. The maximum amount for an Individual grant award is $600,000 per year.

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 February 24, 2020 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. **Selection Criterion (e) Quality of Management Plan refers to the "Project Coordinator and Activity Director." Is the Project Coordinator the same as Project Director and/or Principal Investigator? Are projects expected to include both a Principal Investigator and a Project Director?**

The titles are sometimes used interchangeably and while you do not need to have both, the overall management plan is up to you.

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 recieve 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 was a recipient of a Title V award in 2019?

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 recieve other funds under parts A or B of Title III during the period for which funds under this title are awarded.*» This applies to lead institutions only.

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.

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 application notice specifies where the application package is available. The Department makes application packages available through Grants.gov, which can be accessed at **http://www.grant.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. What do I need to know about using grant funds for procurement, particularly for services from potential partners, contractors, and evaluators?

As a grantee, when you procure goods and services for the purposes of a grant project, you are generally required to follow the procurement standards found in 2 CFR part 200.

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)

APPENDIX D
Resources

RESOURCES

- **Office of Post-Secondary Education**
  - **https://www2.ed.gov/about/offices/list/ope/index.html**

- **Developing Hispanic-Serving Institutions Program (DHSI)**
  - **http://www2.ed.gov/programs/idueshsi/index.html**

- **Eligibility** – https://www.federalregister.gov/documents/2019/12/16/2019-27048/eligibility-designations-and-applications-for-waiving-eligibility-requirements-programs-under-parts

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

- **Federal Register**
  - **www.federalregister.gov**

RESOURCES CONTINUED

- **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

Hispanic-Serving Institutions Division Contact Information

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Title V FY 2020 competition:

Application deadline:

February 24, 2020

11:59:59 EST

SUBMIT EARLY TO ENSURE A SUCCESSFUL SUBMISSION!!!



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