PROMOTING POSTBACCALAUREATE OPPORTUNITIES FOR HISPANIC AMERICANS (PPOHA) PROGRAM

FY 2022 GRANT COMPETITION

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

BEFORE WE BEGIN…

AGENDA

- Purpose of the Workshop
- The FY 2022 Grant Competition
- The Review Process
- Overview of the PPOHA, Title V, Part B program
- Eligibility
- Planning your Project
- Selection Criteria
- Competition Priorities
- Performance Measures
- Applying via Grants.gov
- Applicable Definitions and Acronyms
- Frequently Asked Questions and Answers
- Final Tips for Applicants

PURPOSE OF THE WORKSHOP

- To familiarize applicants with the PPOHA 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





FY 2022 PPOHA Grant Competition

FY 2022 GRANT COMPETITION

- Notice Inviting Application published in Federal Register on June 13, 2022.
- Applications deadline July 28, 2022, 11:59:59 PM 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.
- Estimated available funds: $5.9 million
- Estimated number of awards: 10-12
- Maximum amount for a grant is $600,000 per year.
- Performance period is 5 years.

OTHER COMPETITION HIGHLIGHTS

- 1 Absolute Priority
- 2 CPPs- Respond to one, both, or none
- 1 Invitational Priority
- Page limit and formatting recommended, not required
- Notice of Intent to Apply

How The Review Process Works

APPLICATION REVIEW PROCESS

1. Applications are received in electronic format via Grants.gov.

2. Qualified Peer Reviewers are selected by the Program Office to evaluate and score grant applications.

3. Each Peer 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 and priorities.

7. Panel discussions are conducted - Peer 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 PPOHA Program



- To expand educational opportunities for, and improve the academic attainment of Hispanic students;
- To expand and enhance the postbaccalaureate 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 B PROGRAM

APPLICABLES STATUTE AND REGULATIONS

1. Program Statute (Title V, Part of B of the HEA of 1965, as amended – 20 USC 1102-1102c)

2. EDGAR- 34 CFR Parts 74, 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

Authorized Activities

- **(1)**Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.
- **(2)**Construction, maintenance, renovation, and improvement of classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services.
- **(3)**Purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials, including telecommunications program materials.
- **(4)**Support for low-income postbaccalaureate students including outreach, academic support services, mentoring, scholarships, fellowships, and other financial assistance to permit the enrollment of such students in postbaccalaureate certificate and postbaccalaureate degree granting programs.
- **(5)**Support of faculty exchanges, faculty development, faculty research, curriculum development, and academic instruction.
- **(6)**Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services.
- **(7)**Collaboration with other institutions of higher education to expand postbaccalaureate certificate and postbaccalaureate degree offerings.
- **(8)**Other activities proposed in the application submitted pursuant to section 1102c of this title that—**(A)**contribute to carrying out the purposes of this part; and
- **(B)**are approved by the Secretary as part of the review and acceptance of such application.

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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	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.

ENDOWMENT FUND

TITLE V, PART B FUNDS CANNOT BE USED TO SUPPORT:

- Activities inconsistent with applicable State higher education plans;
- Religious worship;
- Vocational programs and schools that do not align with the PPOHA program's purpose as set forth in Section 511-514 of the HEA
- Non-degree/Non-credit courses;
- Activities that are operational rather than developmental
- 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.

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

PPOHA-ELIGIBLE IHES

- Must meet the definition of an HSI **and**
- Must offer a postbaccalaureate degree or certificate program

THE ELIGIBILITY PROCESS

1. Designation of Eligibility for Titles III & V

- Announced in Federal Register on Dec. 16, 2021;
- There was a link in Notice to confirm eligibility;
- Enrollment and fiscal data based on 2019-2020 year;
- Deadline for submission of applications and exemptions (waivers) was February 2022.

2. HSI Eligibility for Title V

- IPEDS final 2019-2020 school year data and IPEDS provisional data for 2020-2021 school year reviewed;
- **Program Profile Form not required for PPOHA; however, applicants should include a copy of their eligibility letter in their application package (eligibility letter may be accessed via HEPIS system at https://hepis.ed.gov/)**

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)**
- **Tribally Controlled Colleges and Universities (84.031D)**

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, ANNH, NASNTI, and AANAPISI**
- **Title III, Part E, MSEIP**
- **Title VII, Part A programs**



Selection Criteria and Priorities

PLEASE CONSIDER…

- The order of the Selection Criteria as stated in the Notice Inviting Application (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	10
Competitive Preference Priority 2	5
Invitational Priority	0
Total possible points for CPPs	15
TOTAL POSSIBLE SCORE	**=115**

A. 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; and (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)
- (5) The plan clearly and comprehensively describes the five-year plan to improve its services to Hispanic and other low-income students. (up to 5 points)

B. Quality of Project Design (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).

To establish that their projects "demonstrate a rationale," **applicants must use a logic model (as defined in this notice) and identify research or evaluation findings** suggesting that a key project component is likely to improve relevant outcome. To establish that their 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 study or studies as part of the application attachments. In addressing "promising evidence," applicants are encouraged to align the direct student services proposed in the application to evidence-based practices identified in the selected studies.

Resources on creating a logic model are included in the NIA, posted on Grants.gov, and at https://ies.ed.gov/ncee/rel/products/resource/100677.

PROMISING EVIDENCE STANDARD

•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).

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

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).

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 to10 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 for all 5 years of the project must be provided in the Budget Narrative section, and an overall summary budget for the project must be outlined on the ED 524 Budget Form within the application.*



ABSOLUTE PRIORITY

Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources (Title V - Section 503 (b)(14) [Authorized Activities]).

Note: In responding to this absolute priority, consider how you can expand your academic offerings to prepare your students for the workforce. You may do this by developing or enhancing current course offerings in an existing graduate degree, certificate, or credentialing program, or you may establish new graduate degree, certificate, or credentialing programs. We encourage you to partner with other IHE and workforce entities to leverage resources and opportunities for your students through apprenticeships, internships, workplace learning, or similar experiences.

Applicants that do not respond to this priority (i.e., do not design their projects to address this requirement) will be marked as ineligible and will not be reviewed.



COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs (up to 10 points).

(a) Creating education or work-based settings that are supportive, positive, identity-safe and inclusive with regard to race, ethnicity, culture, language, and disability status, through one or more of the following activities:

(1) Supporting students to engage in real-world hands-on learning that is aligned with classroom instruction and takes place in community-based settings, such as apprenticeships, pre-apprenticeships, work-based learning, and service learning, and in civic activities, that allow students to apply their knowledge and skills, strengthen their employability skills, and access career exploration opportunities. (up to 4 points)

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

(1) Implementing evidence-based practices for advancing student success for underserved students. (up to 3 points)

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

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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 the following priority area:

(a) Supporting the development and implementation of high-quality and accessible learning opportunities, including learning opportunities that are accelerated or hybrid online; credit-bearing; work-based; and flexible for working students.



INVITATIONAL PRIORITY

Projects that are designed to establish or expand entry points into the educator pipeline in an effort to increase the number of Hispanic educators and/or the number of Hispanic students earning post-graduate degrees in preparation for employment as an educator.

Under this priority, we are particularly interested in projects that are designed to establish, improve, or expand programs that: (a) recruit racially, ethnically, and linguistically diverse educators; (b) retain diverse educators by strengthening support networks and providing professional development; and/or (c) combine traditional academic training with specialized knowledge and skills that will prepare students for entry into the educator profession.

NO POINTS – ALIGNED TO SECRETARY'S PRIORITIES



Performance Measures

The Secretary has established the following program performance measures for assessing the effectiveness of the PPOHA program:

- The percentage change, over the 5-year grant period, of the number of full-time degree-seeking graduate and professional students enrolled at HSIs currently receiving an award under this program.
- The percentage change, over the 5-year grant period, of the number of master's, doctoral, and first-professional degrees and postbaccalaureate certificates awarded at HSIs currently receiving an award under this program
- Cost per successful outcome: The Federal cost per master's, doctoral, and first-professional degree and postbaccalaureate certificate awarded at HSIs currently receiving an award under this program.



YOUR PERFORMANCE MEASURES- WHAT TO CONSIDER

* As a grantee, you will submit an Annual 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 (or GPRA measures); and performance targets in your approved application (project-specific measures).

* 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

CONSIDER THE FOLLOWING…

Do key institutional players (Chancellor or President, faculty, and staff) support the activities, goals, and objectives of the proposed project
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 and consider how this PPOHA project specifically addresses the needs of your graduate students.
Consider who will mange the grant. Will they have sufficient authority and the required experience to implement the proposed 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 program's 3 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 and research.
  - Conduct surveys and interviews, if applicable.

Remember- "Teamwork makes the dream work!"

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.
- Financial Management of the grant

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.

MANAGING THE GRANT

Project Evaluation Tips

- Your project design should inspire your evaluation methods.
- **Use your logic model as a guide to design your evaluation plan**.
- Your evaluation methods should produce evidence about the project's effectiveness.
- Include your evaluator in your project planning/management team.
- 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** (project-specific and PPOHA program 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. Use your logic model as a guide when developing your evaluation plan.

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

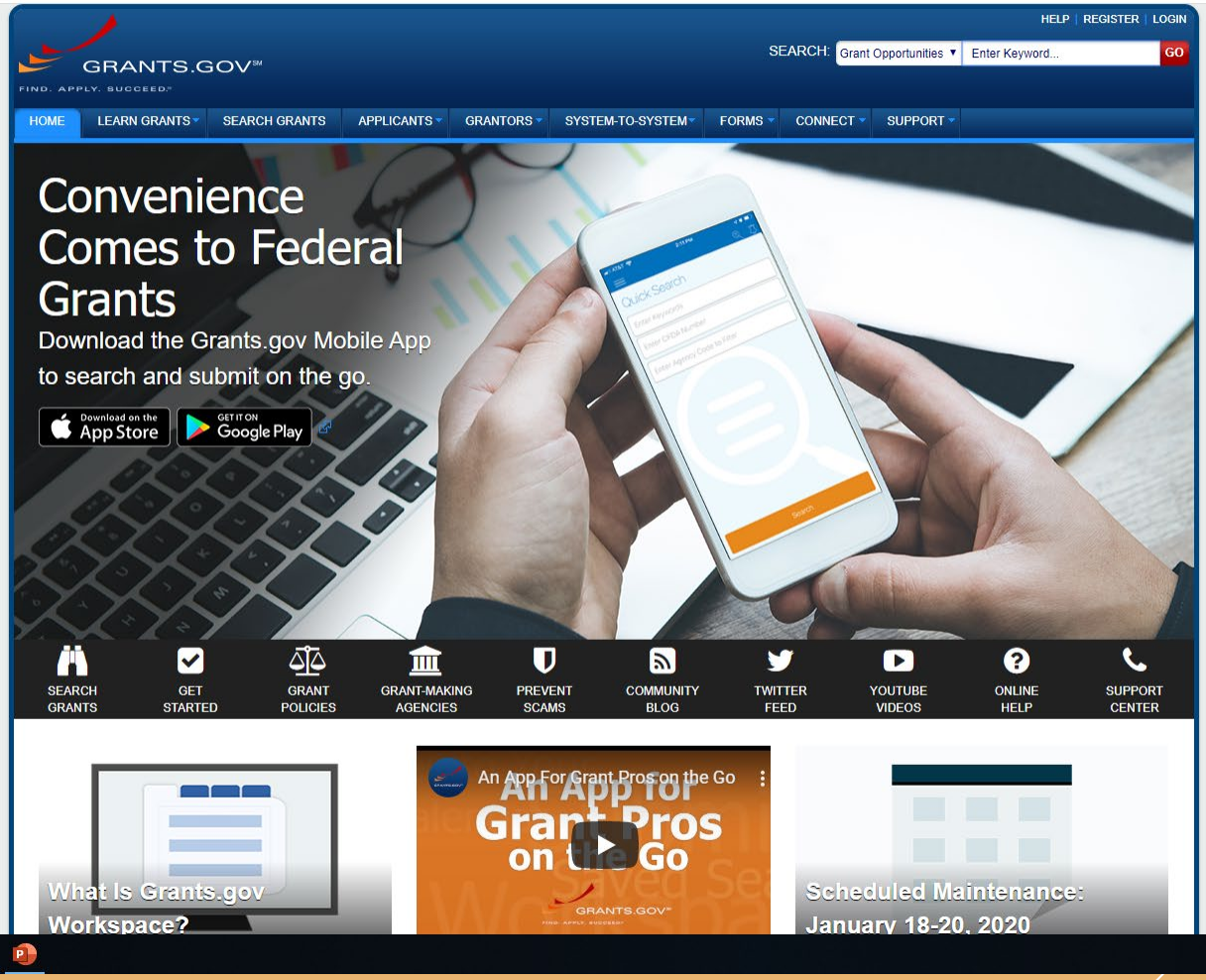
2022 Grant Application

Electronic submission is required

www.Grants.gov

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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)?

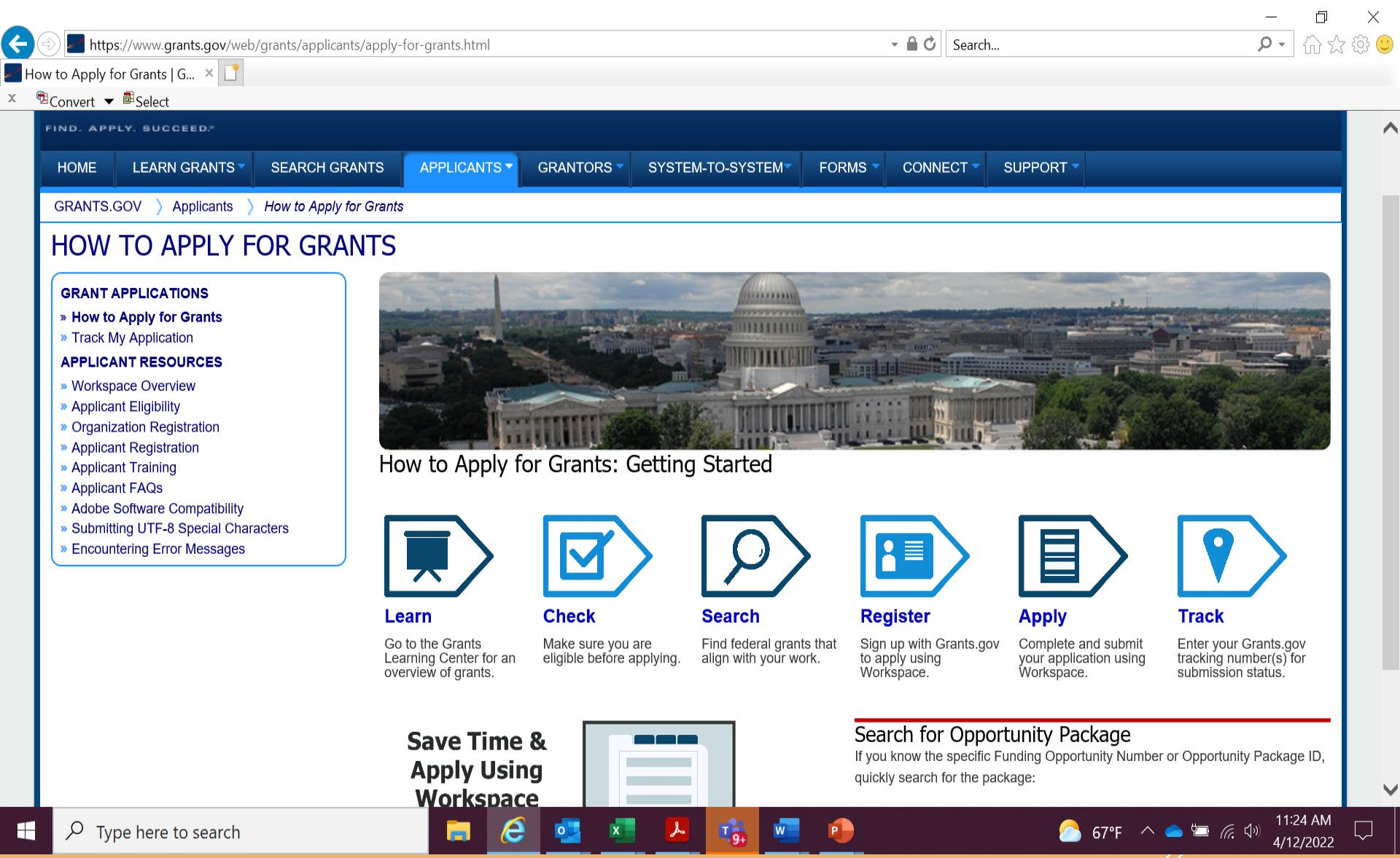
Access https://www.sam.gov and complete the online SAM registration process to obtain a UEI (SAM) or verify if your organization already has one. If your organization already has a UEI (SAM), go to Step 2.

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.

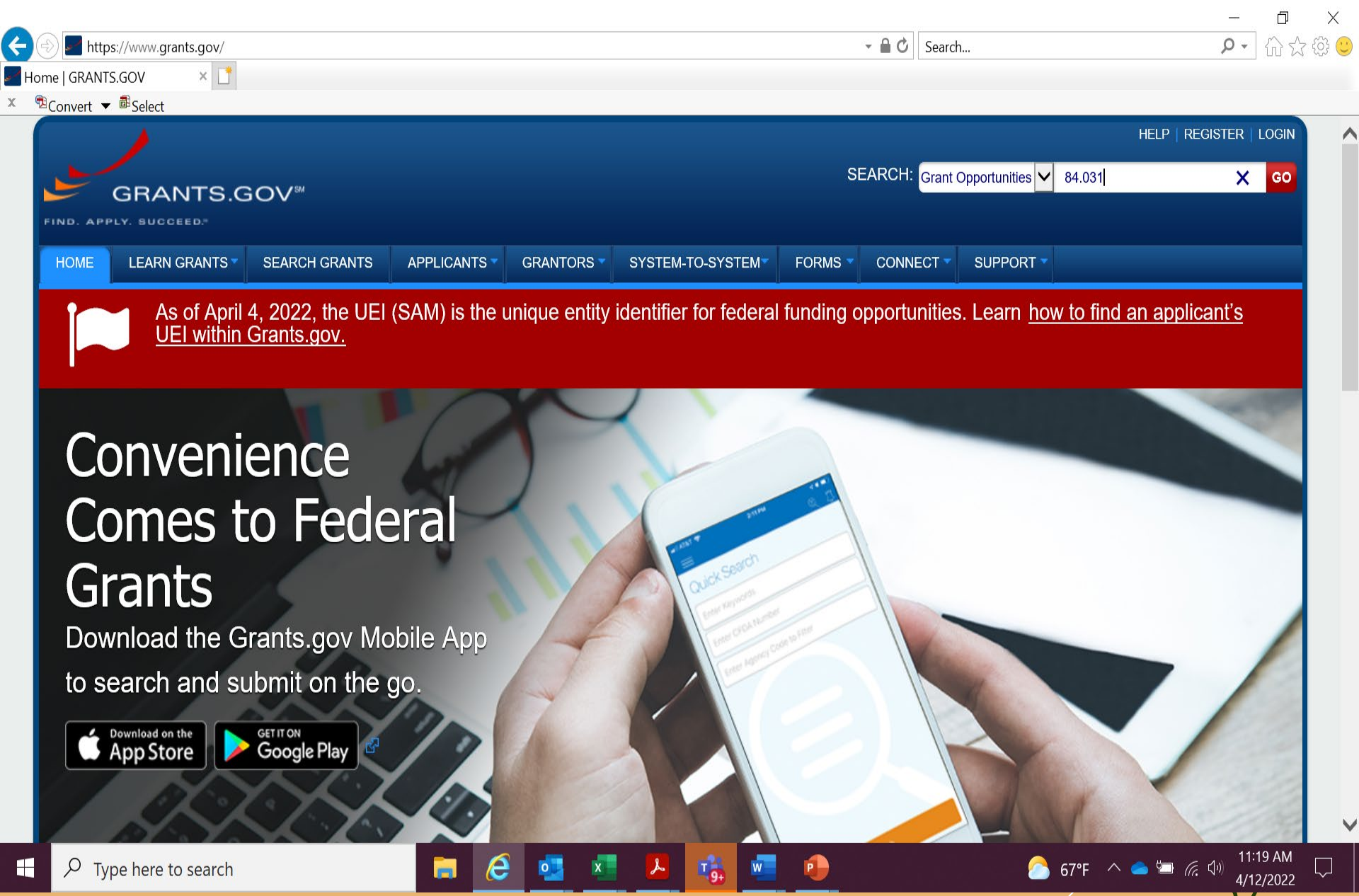
→ **How long does this step usually take?**

1 Day for UEI (Only)

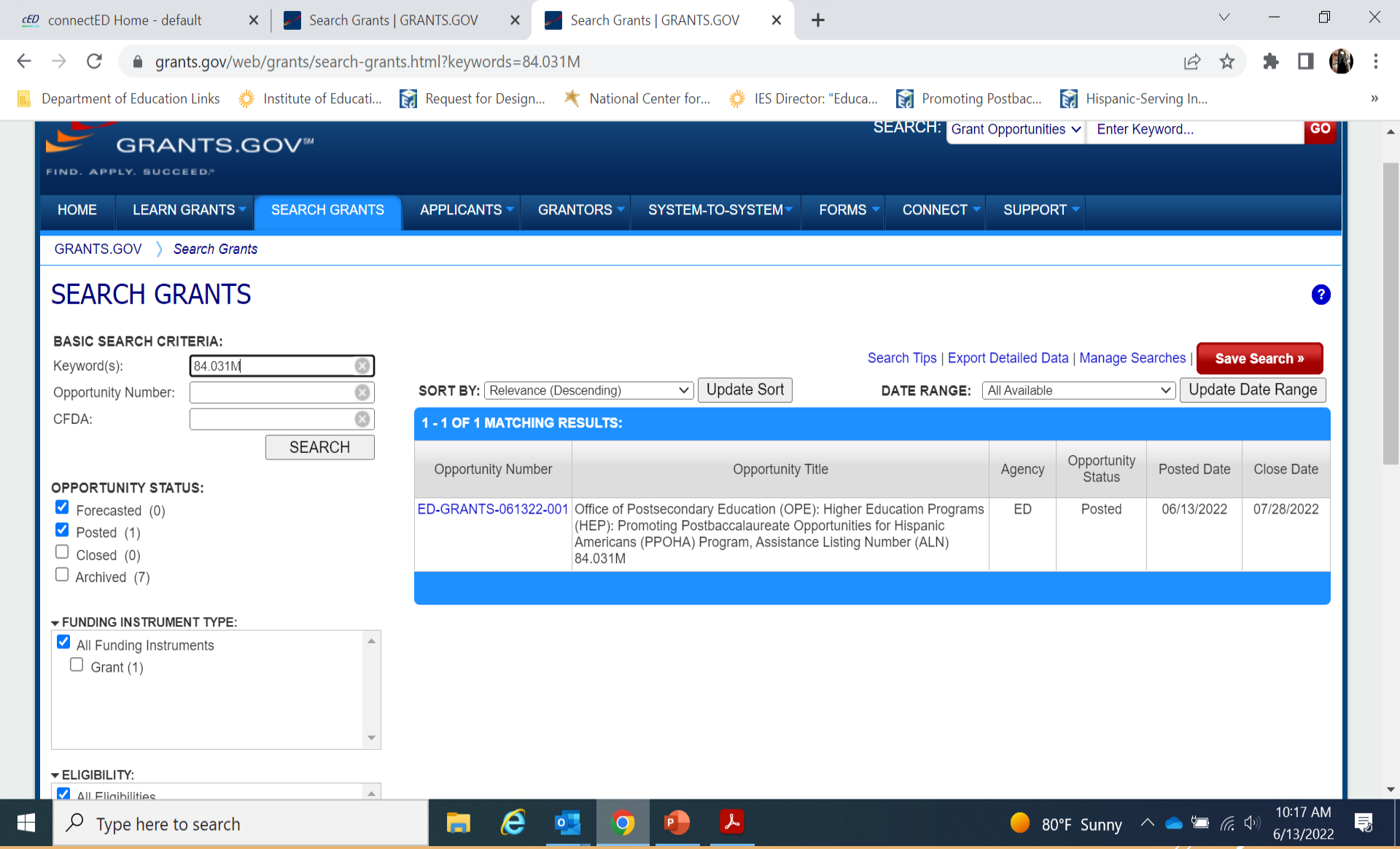
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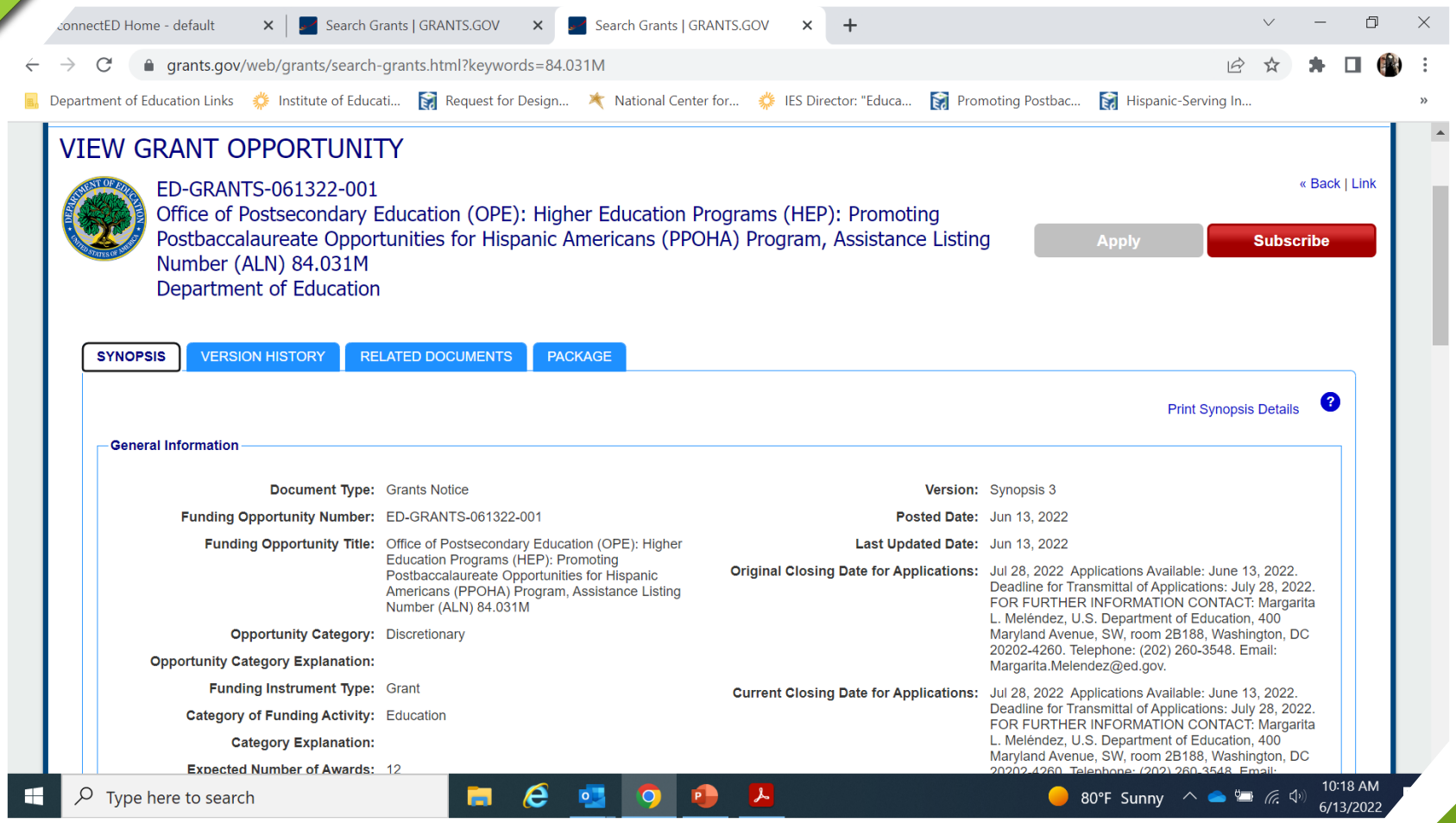


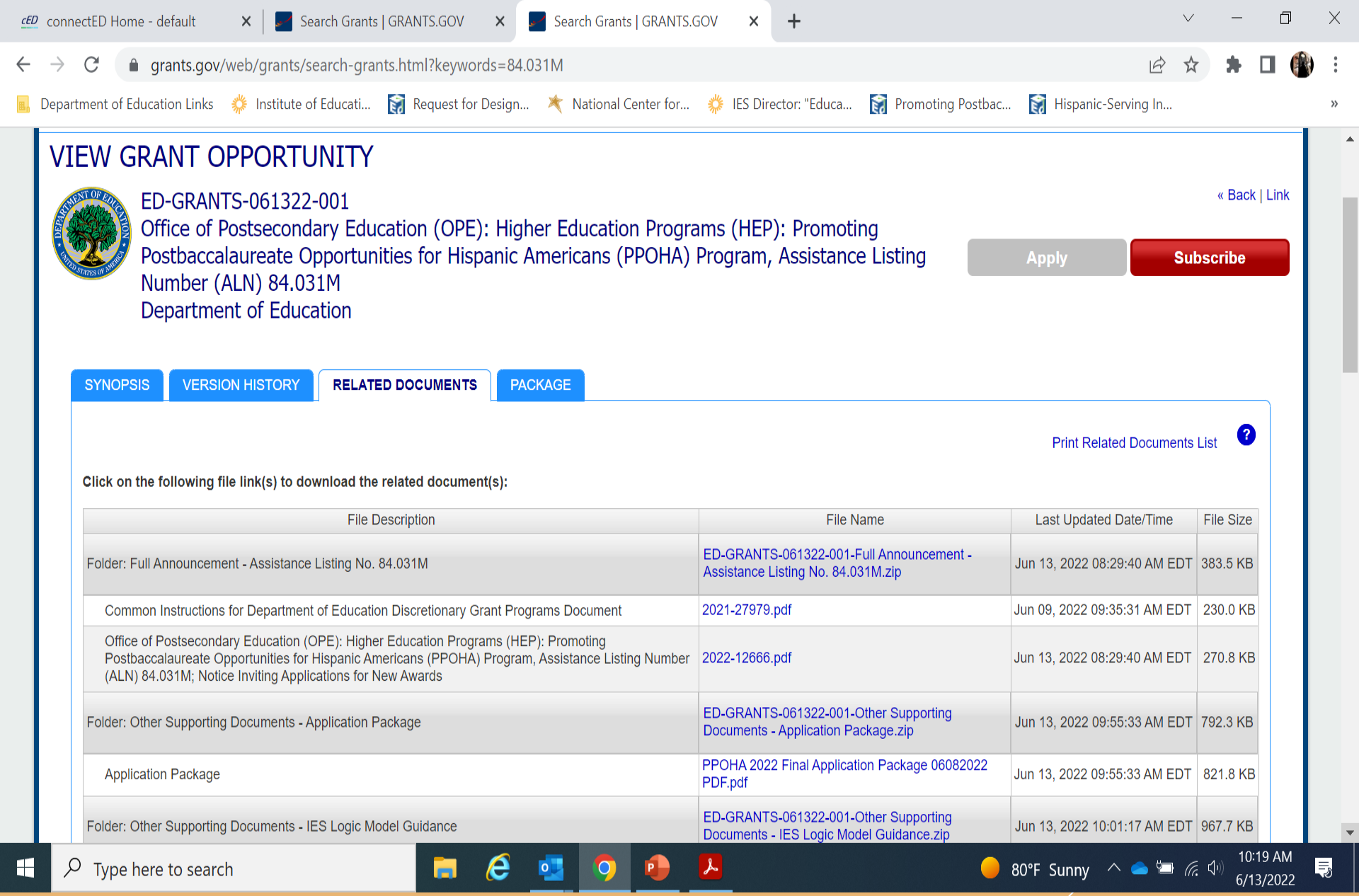
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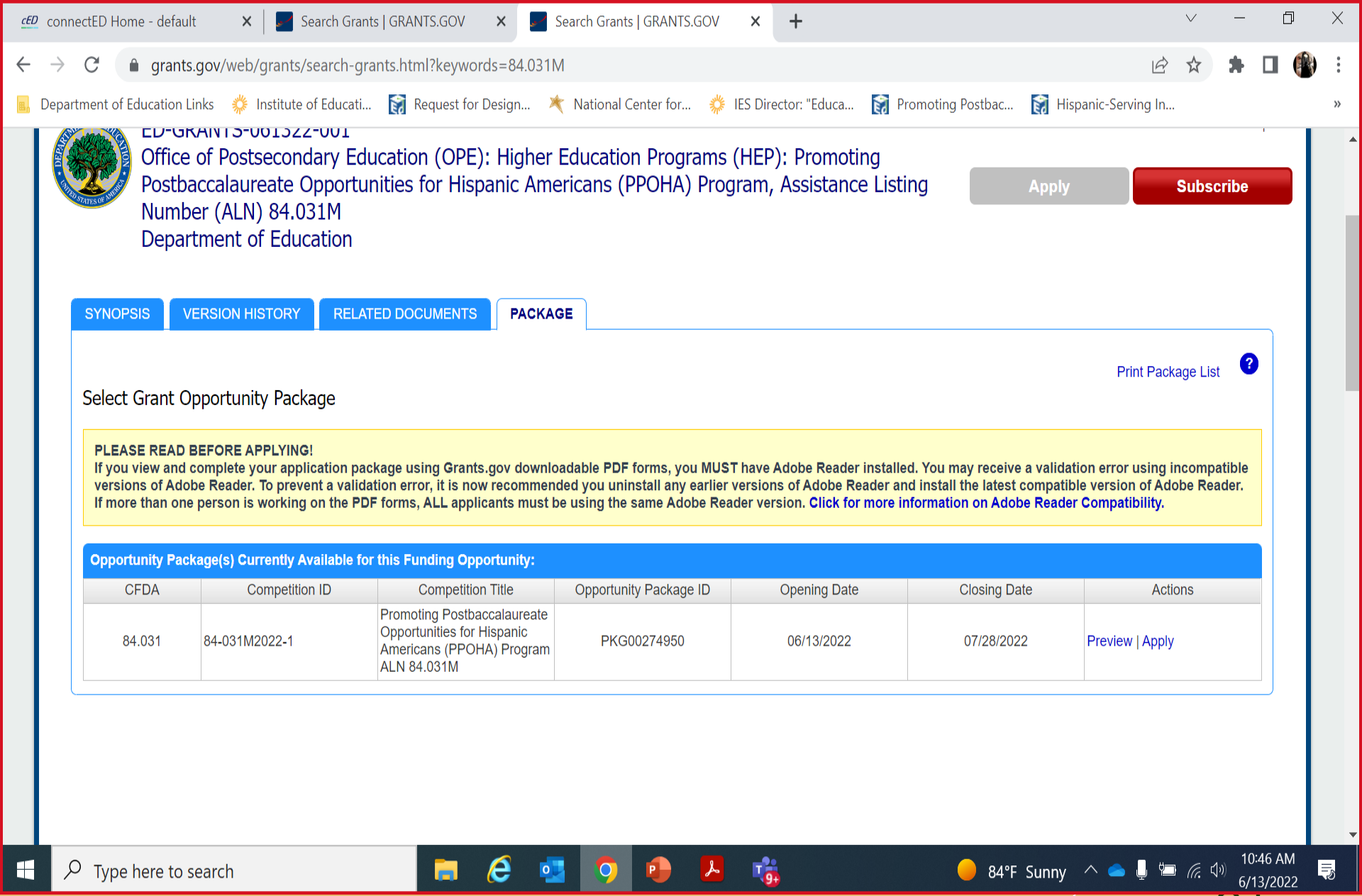
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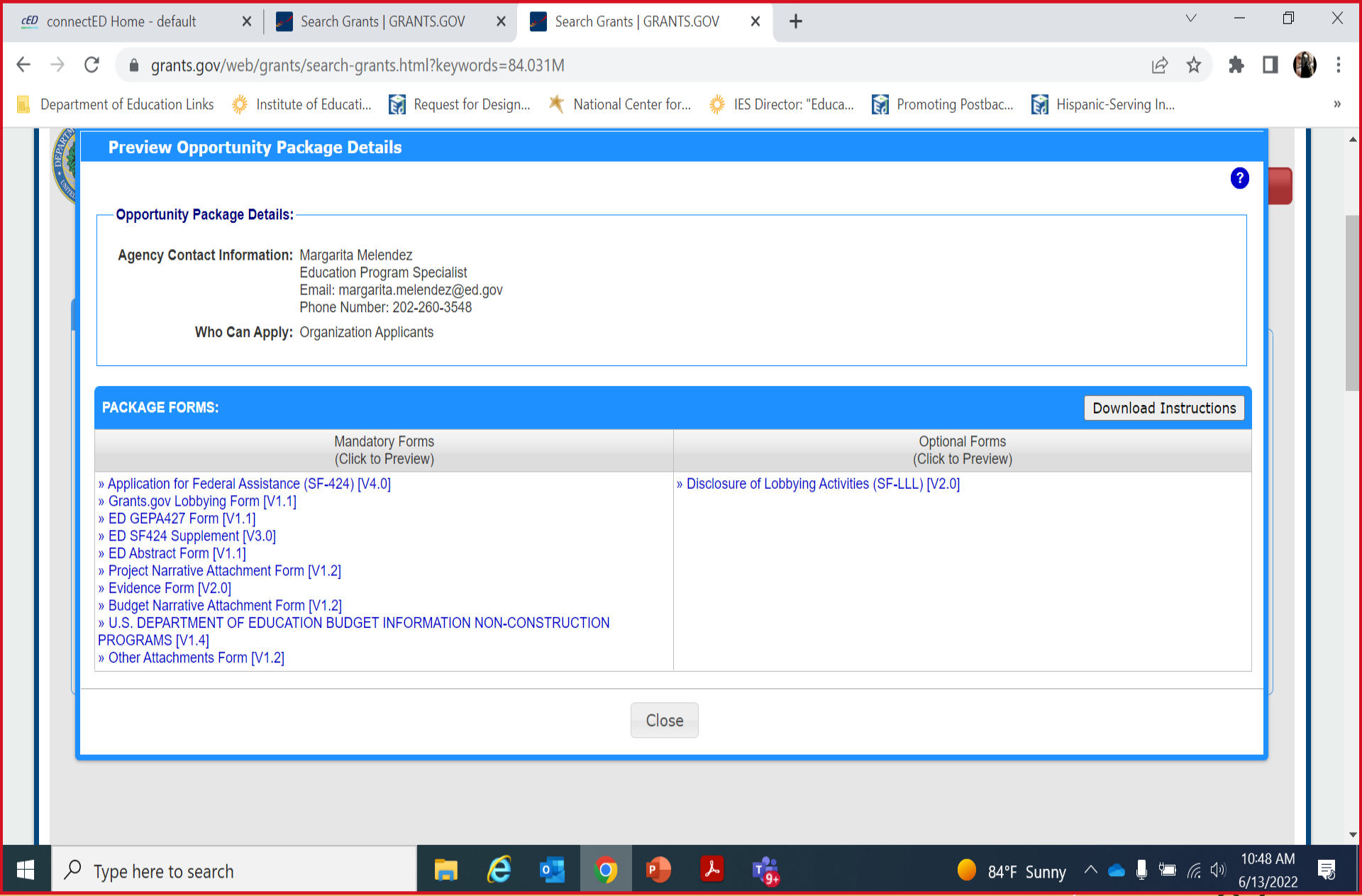

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SEARCH GRANTS
BASIC SEARCH CRITERIA:
Keyword(s): 84.031M
Opportunity Number:
CFDA:
SEARCH
OPPORTUNITY STATUS:
Forecasted (0)
Posted (1)
Closed (0)
Archived (7)
FUNDING INSTRUMENT TYPE:
All Funding Instruments
Grant (1)
ELIGIBILITY:
All Eligibilities
Search Tips | Export Detailed Data | Manage Searches | Save Search »
SORT BY: Relevance (Descending) Update Sort
DATE RANGE: All Available Update Date Range
1 - 1 OF 1 MATCHING RESULTS:
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Opportunity Title
Agency
Opportunity Status
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Funding Opportunity Number: ED-GRANTS-061322-001
Funding Opportunity Title: Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program, Assistance Listing Number (ALN) 84.031M
Opportunity Category: Discretionary
Opportunity Category Explanation:
Funding Instrument Type: Grant
Category of Funding Activity: Education
Category Explanation:
Expected Number of Awards: 12
Version: Synopsis 3
Posted Date: Jun 13, 2022
Last Updated Date: Jun 13, 2022
Original Closing Date for Applications: Jul 28, 2022 Applications Available: June 13, 2022. Deadline for Transmittal of Applications: July 28, 2022. FOR FURTHER INFORMATION CONTACT: Margarita L. Meléndez, U.S. Department of Education, 400 Maryland Avenue, SW, room 2B188, Washington, DC 20202-4260. Telephone: (202) 260-3548. Email: Margarita.Melendez@ed.gov.
Current Closing Date for Applications: Jul 28, 2022 Applications Available: June 13, 2022. Deadline for Transmittal of Applications: July 28, 2022. FOR FURTHER INFORMATION CONTACT: Margarita L. Meléndez, U.S. Department of Education, 400 Maryland Avenue, SW, room 2B188, Washington, DC
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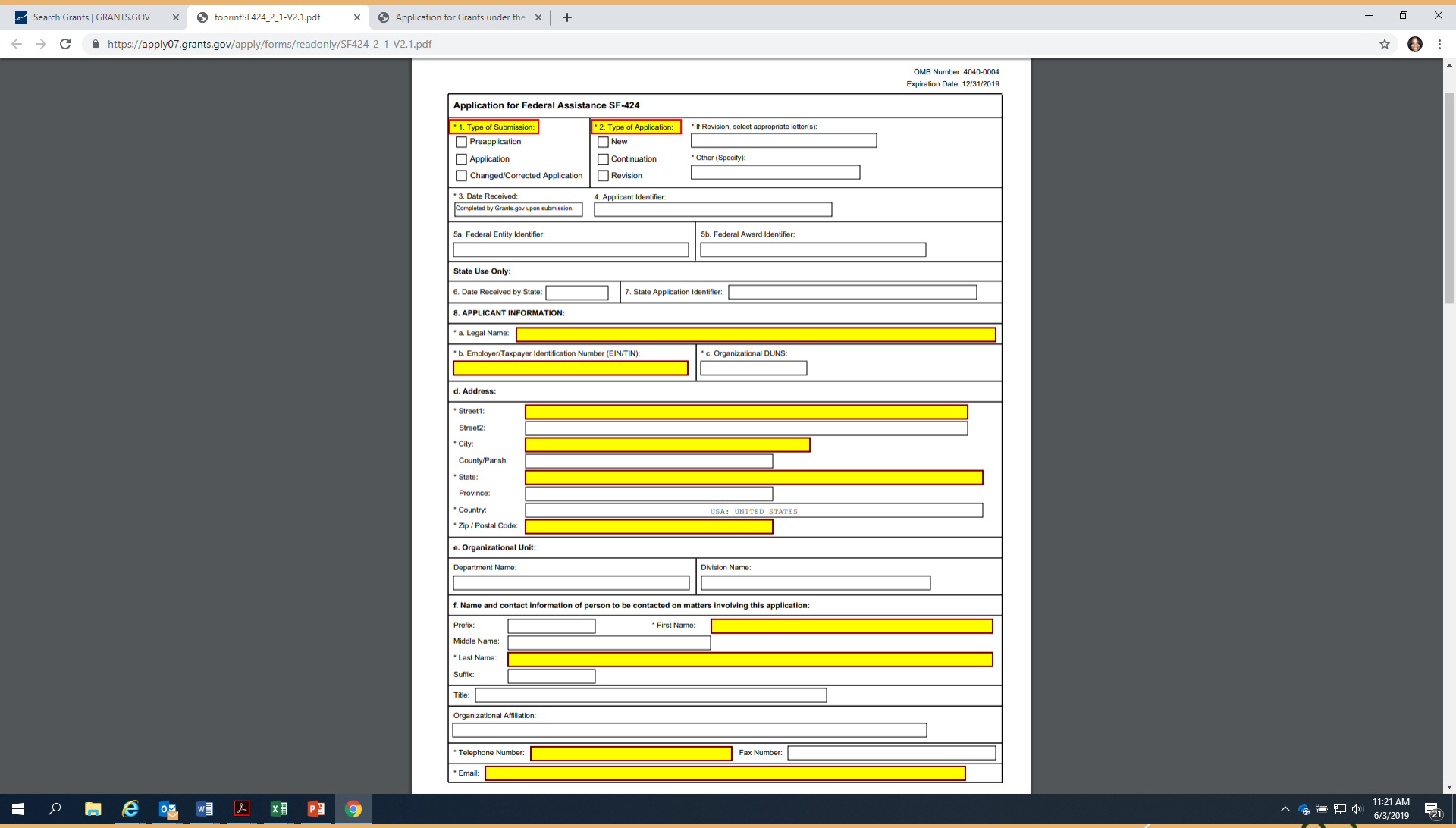


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Competition Title
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Opening Date
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OMB Number: 4040-0004
Expiration Date: 12/31/2019

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:

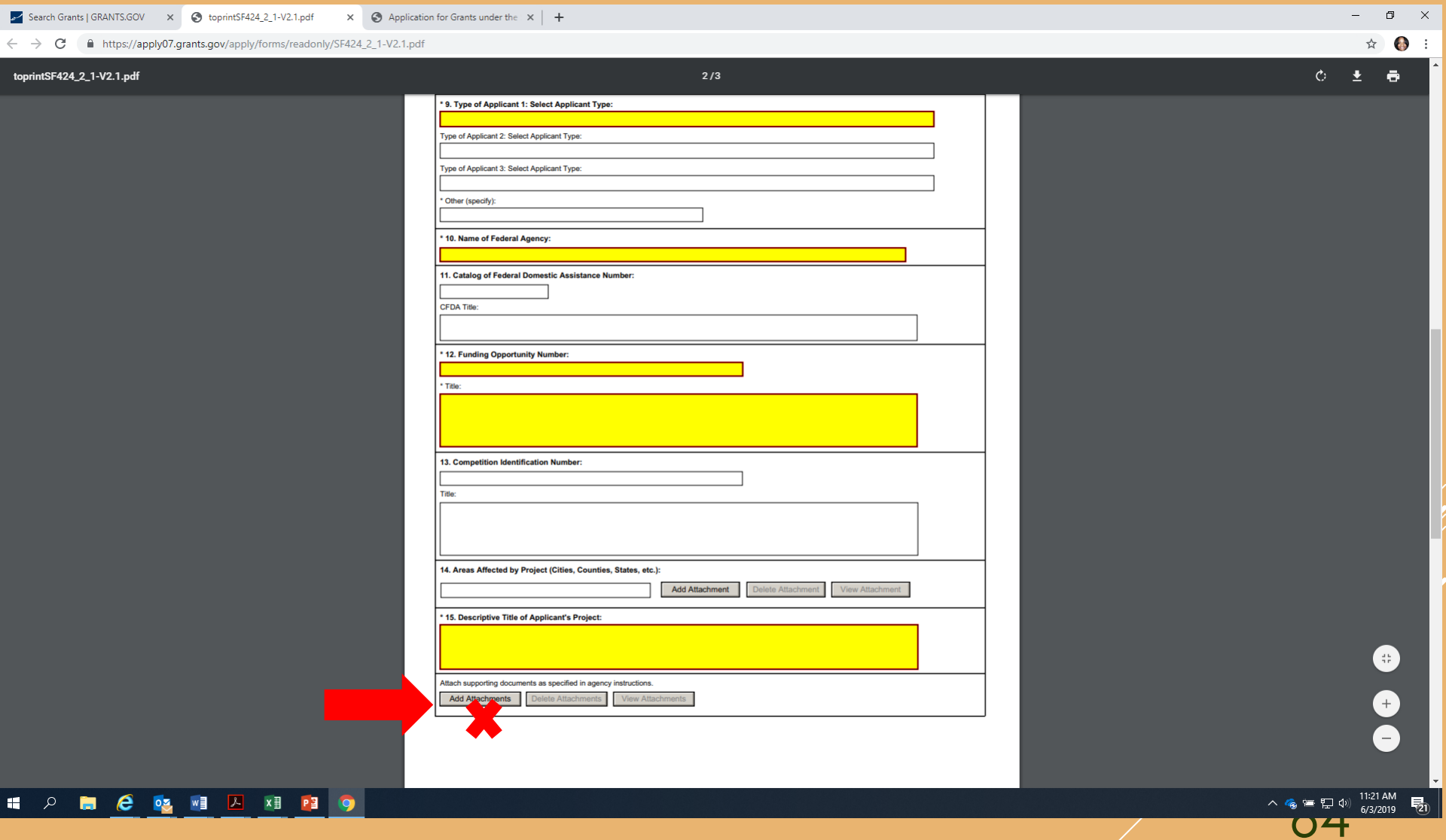
Organizational Affiliation:

* 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 Agreement approved by the Federal government? ☐ Yes ☐ No

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

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

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 %.

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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.	

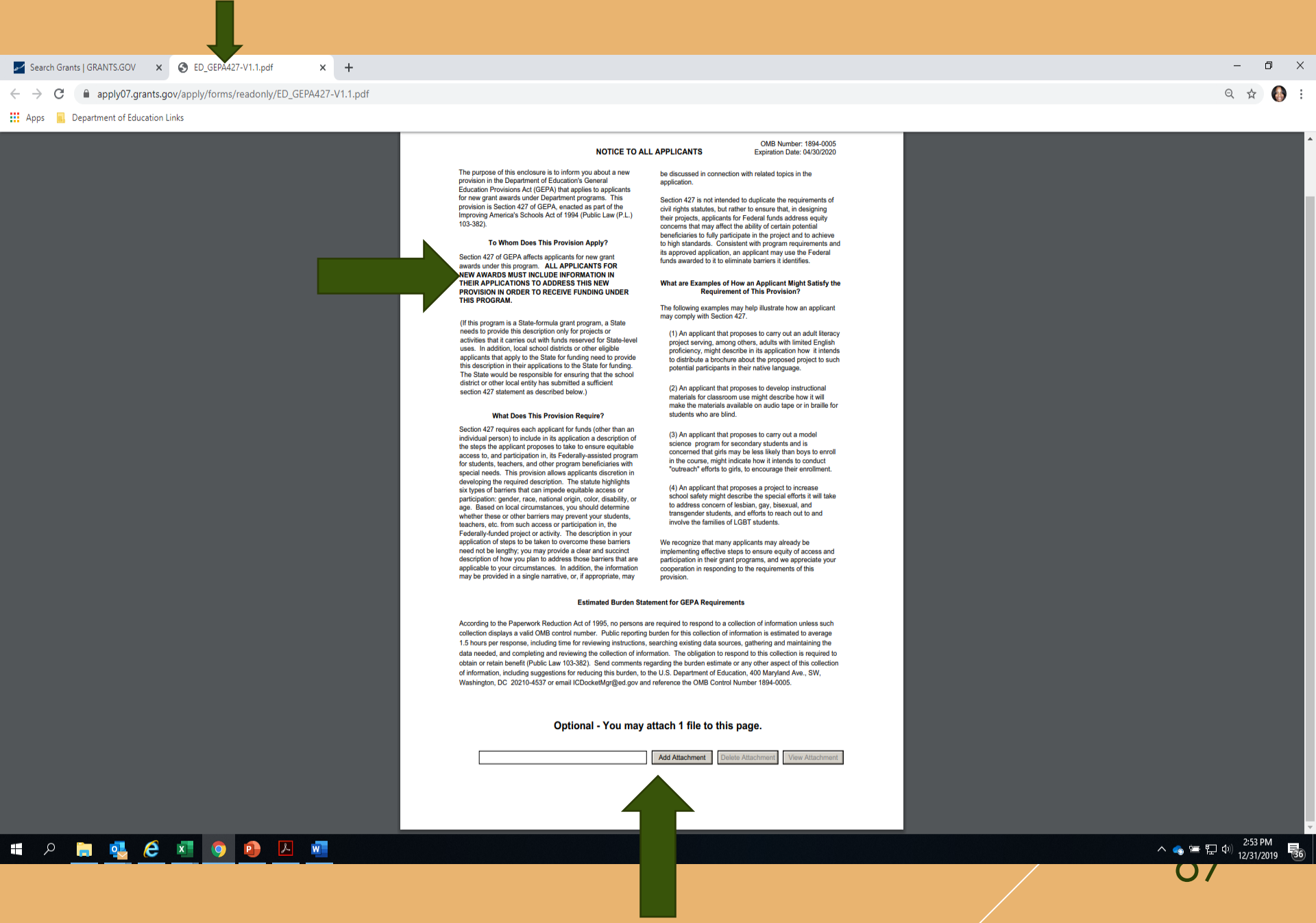
SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

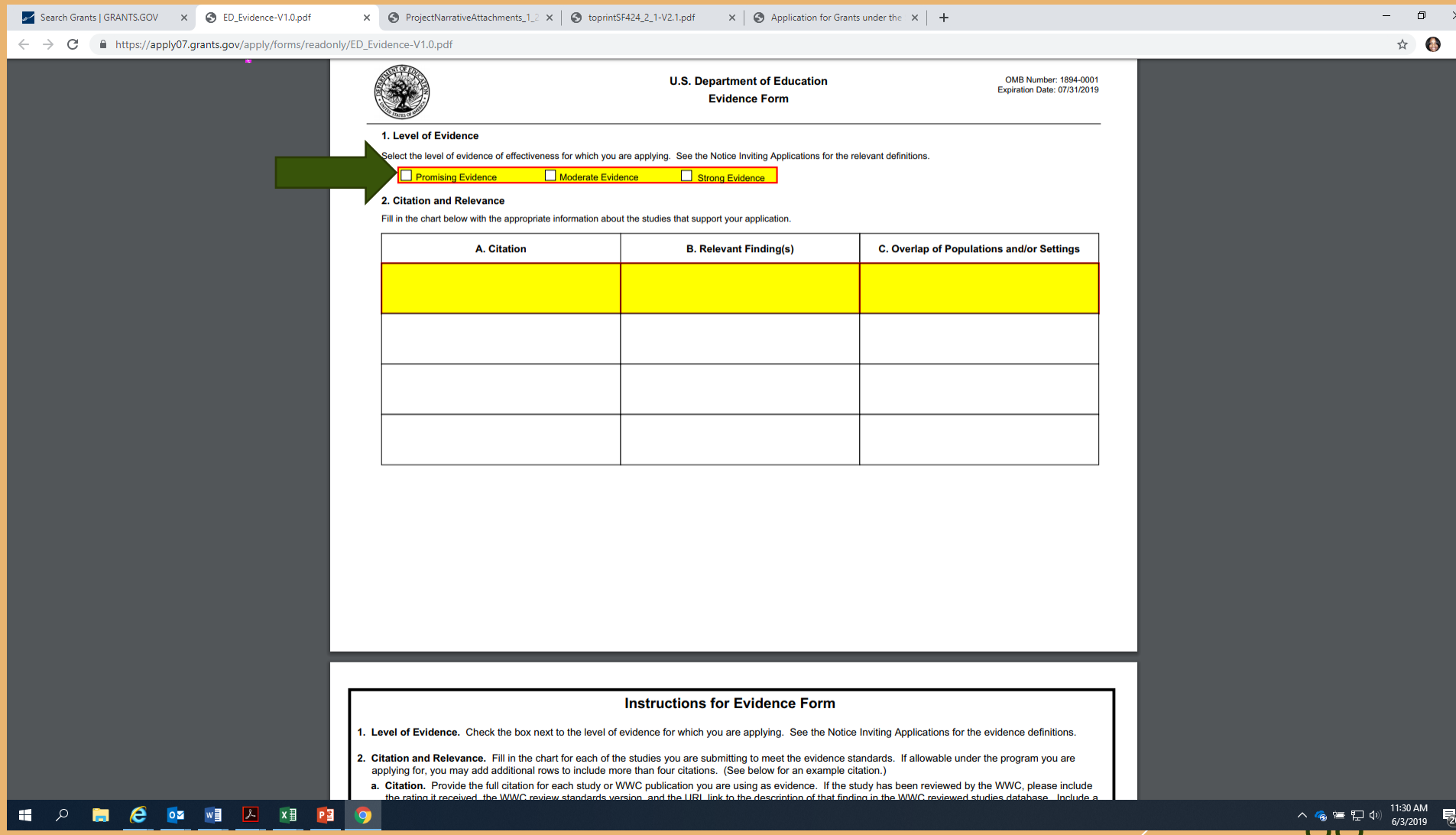
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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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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Abstract

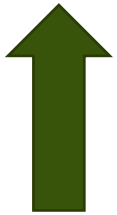
The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate.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

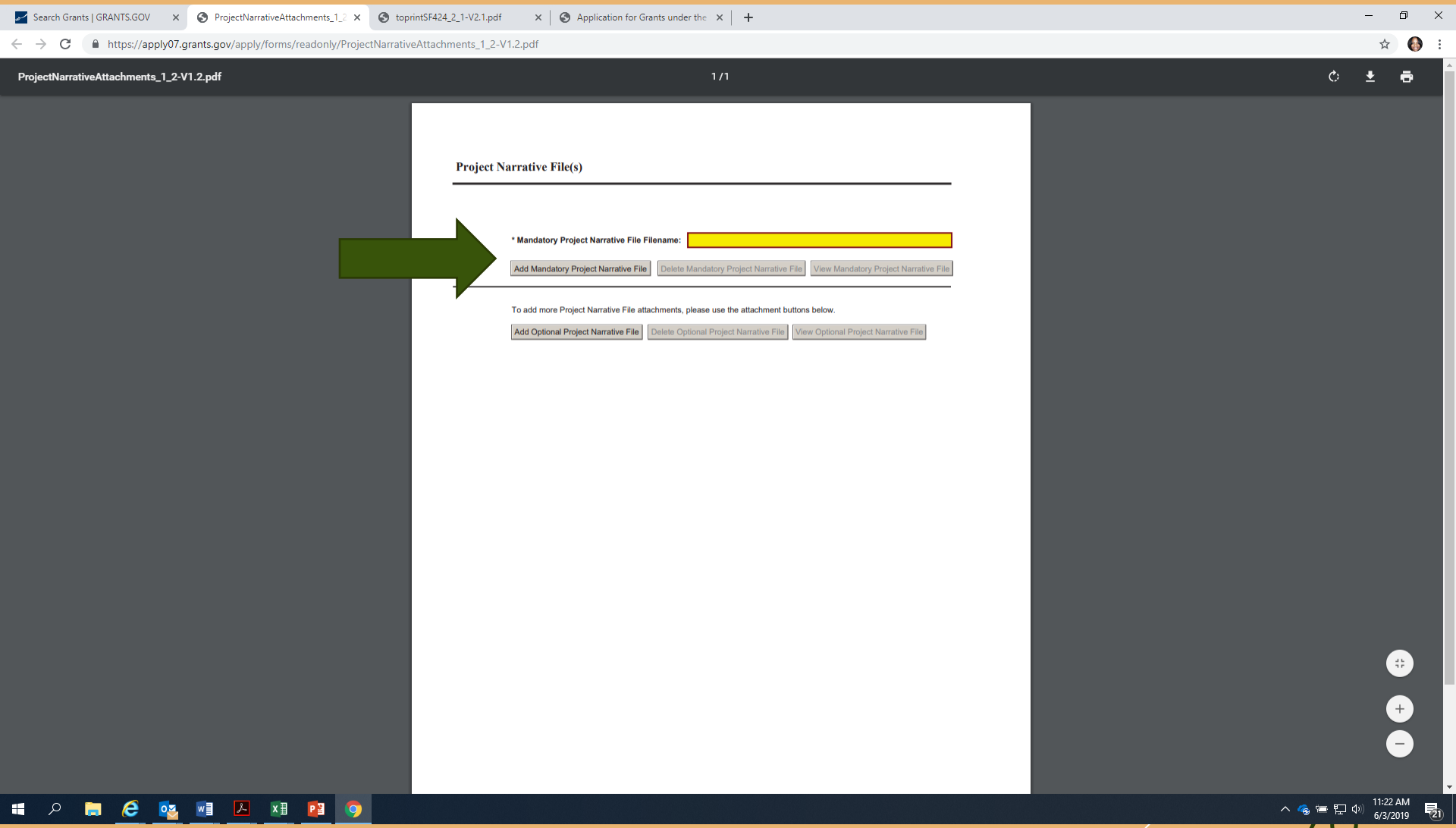
[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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

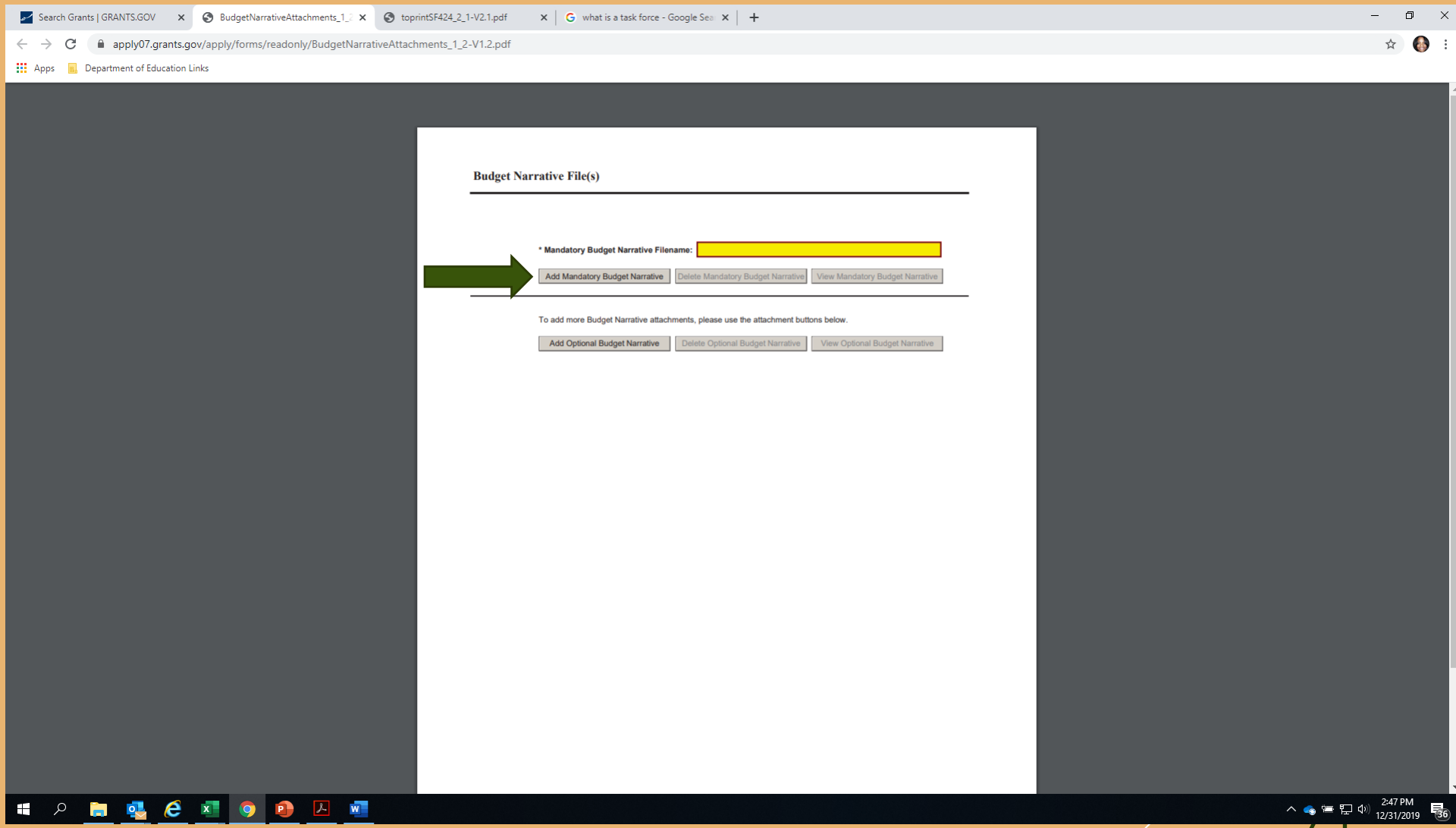
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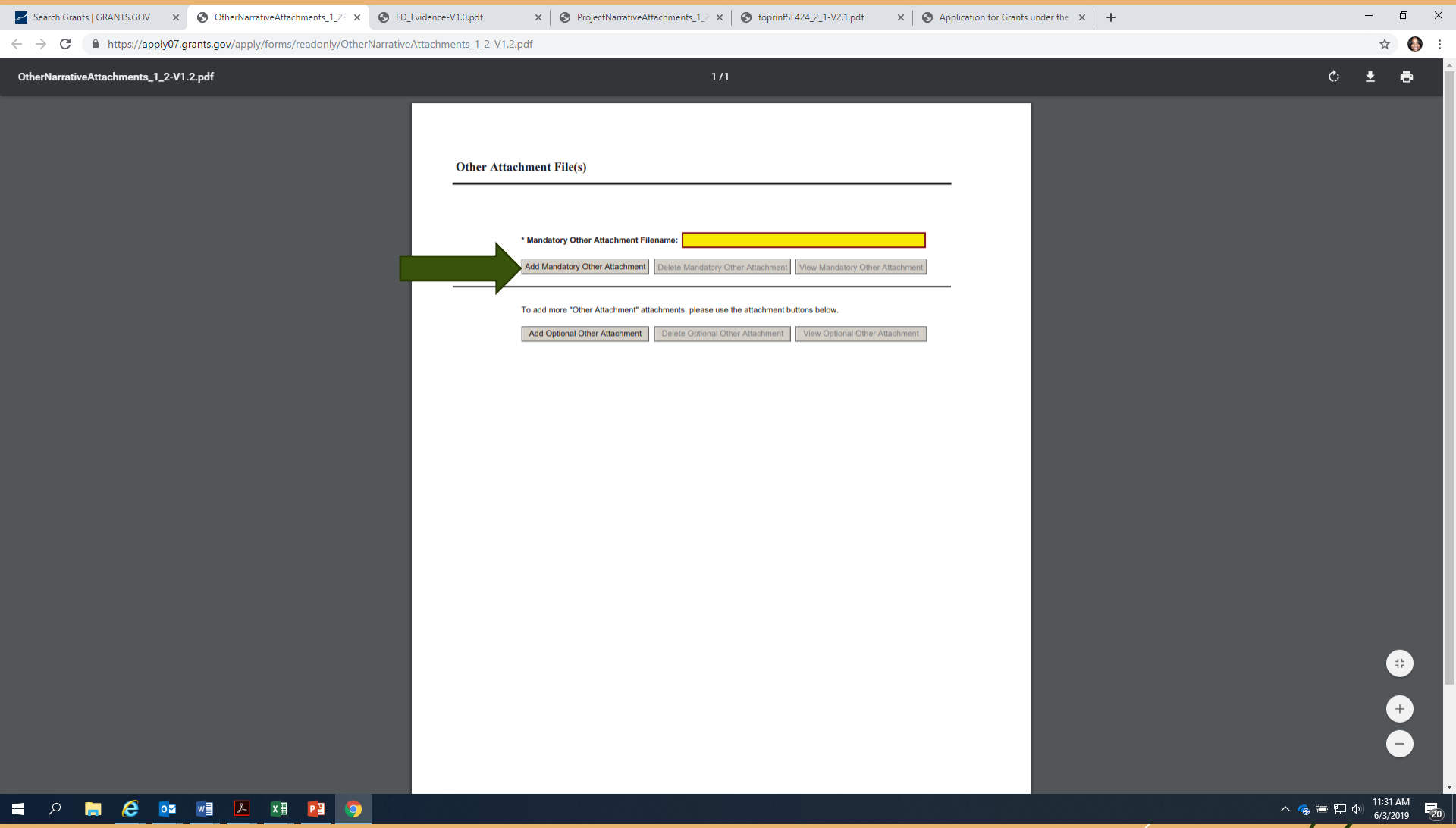


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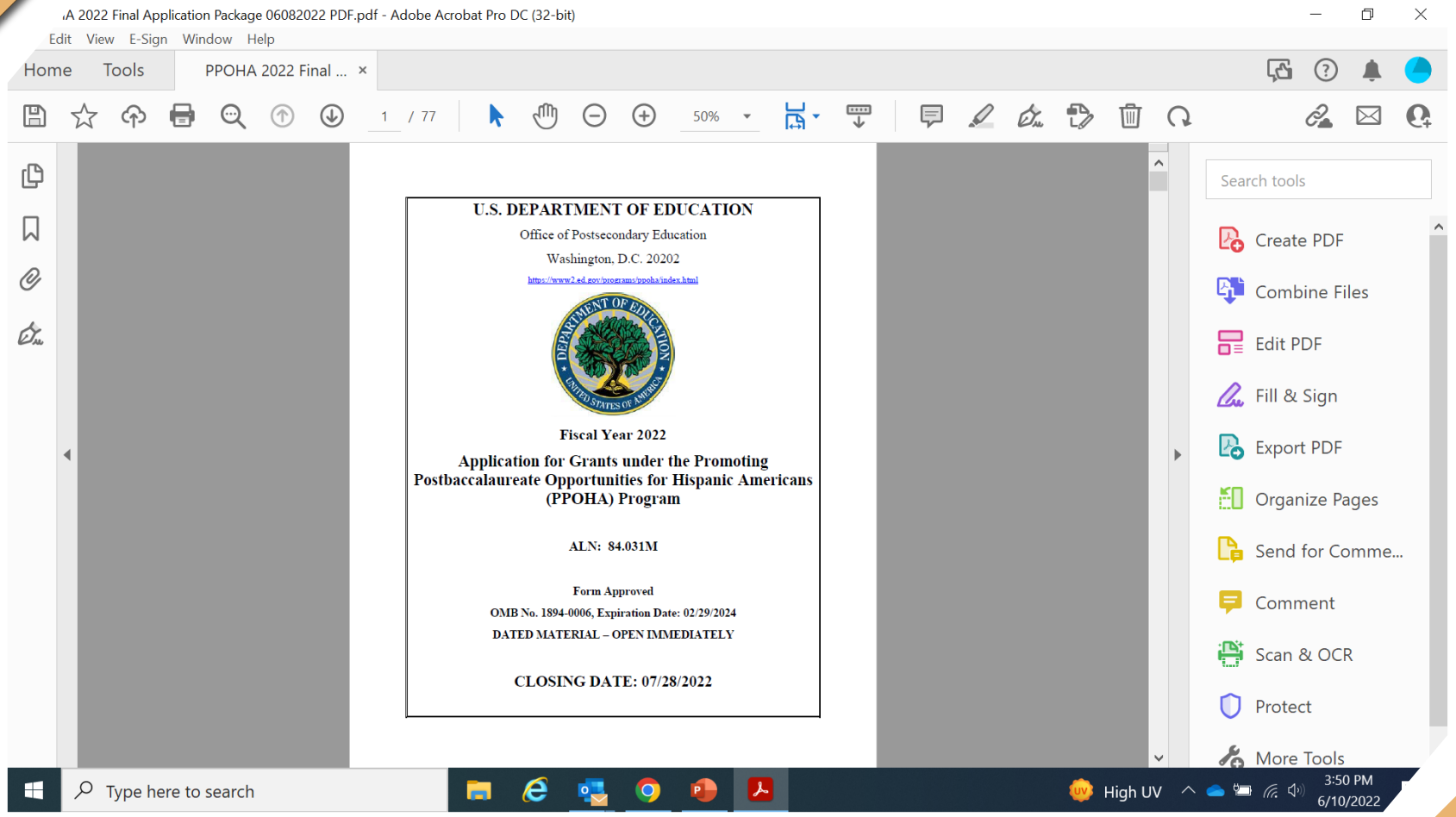


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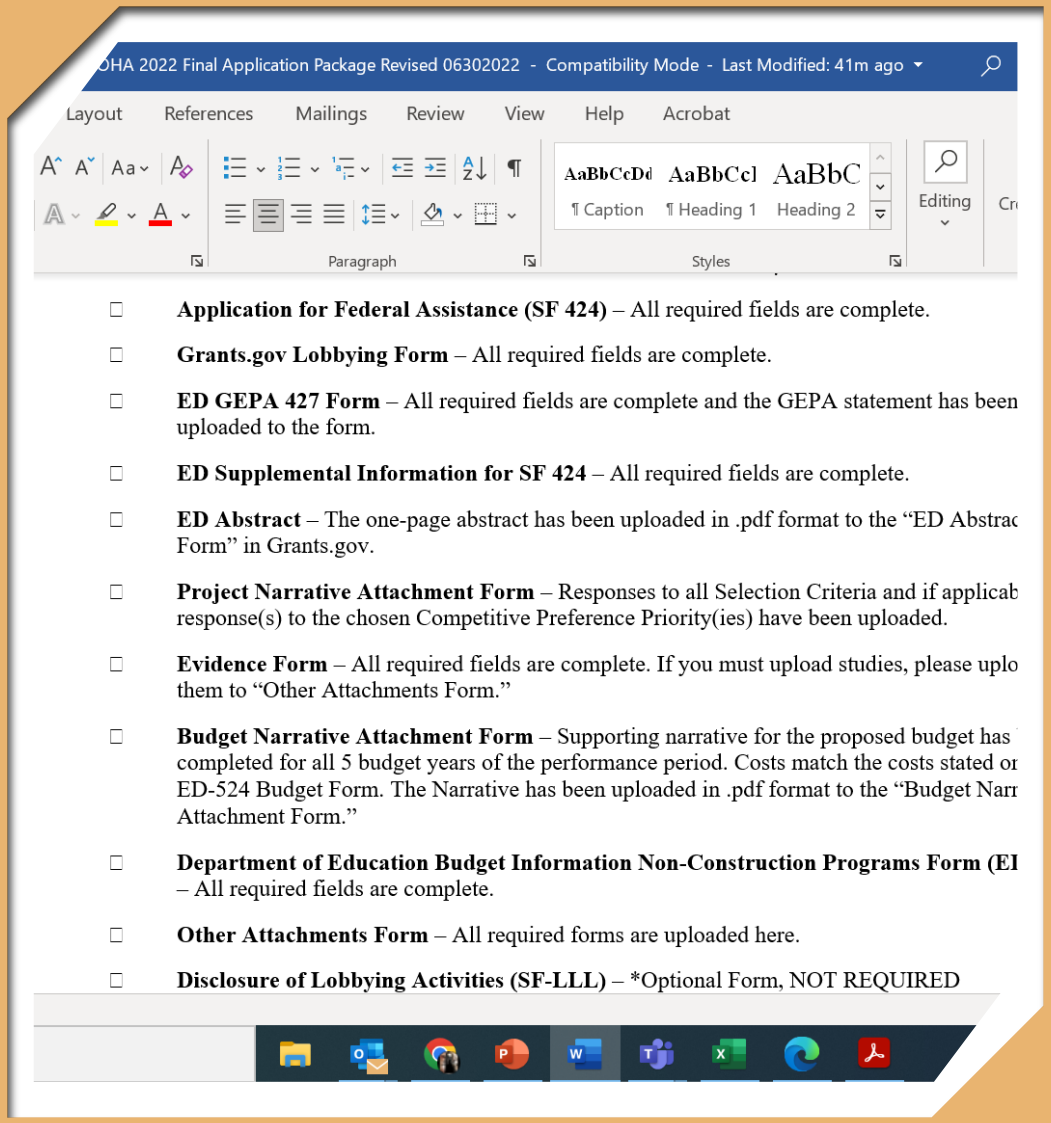

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BEFORE SUBMITTING YOUR APPLICATION, USE THE APPLICATION CHECKLIST IN THE INSTRUCTIONS BOOKLET



Definitions and Acronyms

- **AOR (Grants.gov role)**- Authorized Organization Representative who submits the application in Grants.gov.
- **Application Package** - (also called Application Booklet or Application 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.
- **ALN** – (Assistance Listing Number [previously CFDA]) identifying number for a Federal assistance program composed of a unique two-digit prefix to identify the Federal agency that makes the funds available. ED's prefix is 84. PPOHA is 84.031M.
- **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 on 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 the Grants.gov website- www.grants.gov . The portal allows for streamlined electronic submission of Federal grant applications.

- **NIA**- Notice Inviting Applications; also called RFP (Request for Proposals), CDN (Closing Date Notice), or Notice of Funding Opportunities (NOFO)
- **PPOHA**- Promoting Postbaccalaureate Opportunities for Hispanic Americans program (Title V, Part B Program)
- **PR Award number** – The identifying number for a discretionary grant. For PPOHA, an example would be P031M220010
- **SAM**- System for Award Management is the Federal government's official website for conducting business, registering your organization, obtaining a UEI, etc.
- **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 & Articulation -** Program authorized under Title III, but administered by the HSI Division
- **UEI** – Unique Entity Identifier has replaced the DUNS number

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 **July 28, 2022, 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 the 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 «Project Director» and «Principal Investigator» are often used interchangeably. You are only required to have a Project Director, but you may have a Principal Investigator, as well, if you choose. The Project Director is responsible for overseeing the entire project. The titles «Project Coodinator» or «Activity Director» are often used interchangeably, as well. This individual would report to the Project Director and often has day-to-day responsibility of the administration of the grant.

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

Yes, stipends to students conducting research is allowable but must be aligned to program purpose and goals of the project. Yes, you may also pay students for tutoring and mentoring

6. Am I required to respond to the Absolute Priority?

Yes. You must respond to the Absolute Priority and demonstrate that your proposed project will expand the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources. If you do not address the Absolute Priority, your application will be marked ineligible.

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 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, B, or F grantee (i.e.,. the SIP program, ANNAPISI, TCCUs, etc.)?

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. 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.

11. Do I have to address all program performance measures listed in the NIA?

No, you are not required to address all of the PPOHA program's performance measures; however, we encourage you to design your evaluation plan in such a way that you will respond to as many of the measures as possible that would align with your project.

12. The selection criteria do 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 and select your evaluator based on what makes sense for your institution and your project. The costs of the evaluation should correlate to the project and the deliverables from the evaluator and must meet the same requirements of allowability, allocability, and reasonableness required for all project costs.

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

No. Formatting and page limits are only recommended.

14. How can I confirm my eligibility?

Please refer to the NIA 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 Dr. Jason Cottrell at Jason.Cottrell@ed.gov, Ms. Nemeka Mason at Nemeka.Mason@ed.gov, or Mr. Christopher Smith at Christopher.Smith@ed.gov.

15. How do I obtain an application package?

The Application Package, as well as all pertinent competition documents, are available at **http://www.grant.gov**. Search under the PPOHA **Federal Grant Opportunity Number ED-GRANTS-061322-001.**

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

No.

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

No. You are only required to cite a study for one or more of the components of your project.

18. 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 the Uniform Guidance (2 CFR part 200).

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

Grantees should propose **project-specific performance measures** and specify the targeted outcome levels they expect to achieve. The application package specifies the types of measures that you should propose. In addition, the PPOHA program has **3 program-level performance measures** that it uses to assess the effectiveness of the program.

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

As a grantee, you will submit an Annual Performance Report (APR) that will provide information to the Department to track and evaluate your progress based on your project goals and objectives, project-specific measures, and PPOHA program performance measures. You will also submit a Final Performance Report (FPR) at the end of your project period. All reports are submitted electronically via the HEPIS system (https://hepis.ed.gov/).

20. 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 afterwards (1-5 days), all applicants (successful and unsuccessful) will be contacted via mail and email. Technical Review Forms (TRFs) will be sent along with an official notification letter.

21. If we are submitting an application on behalf of a branch campus of our IHE system, do we use the main campus OPE ID number or the branch campus OPE ID number?

If you are submitting an application for a branch campus, use the branch campus OPE ID number and ensure that the branch campus has eligibility. Verify eligibility via the Eligibility Matrix located at https://www2.ed.gov/about/offices/list/ope/idues/eligibility.html

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, the Department does not permit submission of additional information or forms after the published deadline.



Resources

Office of Postsecondary Education	**https://www2.ed.gov/about/offices/list/ope/index.html**
PPOHA Program	• https://www2.ed.gov/programs/ppoha/index.html
Eligibility Information	• **Dr. Jason Cottrell at jason.cottrell@ed.gov, Ms. Nemeka Mason at Nemeka.Mason@ed.gov , or Mr. Christopher Smith at christopher.smith@ed.gov** • **Webpage is** https://www2.ed.gov/about/offices/list/ope/idues/eligibility.html

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

Final Tips for Applicants

FINAL TIPS

Leverage	Leverage resources on campus as you plan.
Read	Read the NIA thoroughly.
Download	Down the Application Package 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 allocable, reasonable, and allowable.
Write	Write a narrative that is organized, complete, and follows the order of the Selection Criteria.
Submit	Submit early!

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PPOHA FY 2022 Competition:

Application Deadline

July 28, 2022 (Thursday)

11:59:59 PM Eastern Time

SUBMIT EARLY TO ENSURE A SUCCESSFUL SUBMISSION!!!



Thank you! Please contact Margarita.Melendez@ed.gov with any questions.