U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education

Washington, D.C. 20202

Fiscal Year 2025

Application for Grants under the Developing Hispanic-Serving Institutions (DHSI) Program

ALN: 84.031S

Form Approved

OMB No. 1840-0745, Expiration Date: 5/31/2026

DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: 07/03/2025

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June 3, 2025

Dear Applicant:

Thank you for your interest in applying for a grant under the fiscal year (FY) 2025 Title V, Part A, Developing Hispanic-Serving Institutions (DHSI) program. Included in this application package are the program statute and regulations, and the instructions and forms needed for you to submit an application for the DHSI program.

Please be sure to thoroughly review the entire application package for information concerning the DHSI program. Applicants should pay particular attention to the section entitled "Competition Highlights" that outlines program and competition details. The Notice Inviting Applications (NIA), which is included in this package and published in the Federal Register, is the official document describing the requirements for submitting a DHSI Program grant application. You should not rely upon any other information that is inconsistent with the NIA.

This year's competition includes two competitive preference priorities for which applicants may receive up to 20 additional points depending on whether the application meets these priorities, and one invitational priority. We sincerely hope applicants will consider addressing these priorities. For more information on the priorities, selection criteria, and other program and competition details, please refer to the NIA.

Applicants are required to follow the Revised Common Instructions for Applicants to Department of Education Discretionary Grant Programs published in the Federal Register on December 23, 2024 (89 FR 104528), and available at https://www.federalregister.gov/documents/2024/12/23/2024-30488/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs.

Additional information on the DHSI program is available on the Department's website at https://www.ed.gov/grants-and-programs/grants-special-populations/grants-hispanic-students/developing-hispanic-serving-institutions-program--title-v.

If you have any questions or require additional information, please contact Margarita L. Meléndez, competition manager, at hsi@ed.gov or (202) 987-0408. We appreciate your interest in the DHSI Program and look forward to receiving your application.

Sincerely,
/S/

Dr. Christopher J. McCaghren
Acting Assistant Secretary for Postsecondary Education

Competition Highlights

1. Developing Hispanic-Serving Institutions (DHSI) program grant applications for FY 2025 must be submitted electronically through Grants.gov at: http://www.grants.gov. Applicants are required to follow the Revised Common Instructions for Applicants to Department of Education Discretionary Grant Programs published in the Federal Register on December 23, 2024 (89 FR 104528), and available at https://www.federalregister.gov/documents/2024/12/23/2024-30488/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs, which contain information on how to submit an application.

2. The application deadline is 07/03/2025, at 11:59:59 p.m. Eastern Daylight Time.

3. Only eligible Institutions of Higher Education may apply for a grant under this program. For information on eligibility, refer to the Notice Inviting Applications (NIA).

4. The Higher Education Opportunity Act (HEOA) of 2008 amended the authorized grant activities under Part A of Title V of the Higher Education Act (HEA) of 1965 (individual development grants) to include innovative and customized instruction course development; articulation agreement and student support program activities designed to facilitate student transfer from two-year to four-year institutions; activities that improve student financial and economic literacy; and activities to develop distance education technologies.

5. Grants under this competition will be awarded on a competitive basis for the following types of grants: Individual Development Grants. For this competition, an eligible HSI may only submit one Individual Development Grant application.

6. We will not make an award exceeding the maximum allowable amount for a single budget period of one year. (See the NIA for information on the maximum allowable amount.)

7. There are two Competitive Preference Priorities for this competition. We will award an application ten (10) additional points for responding to Competitive Preference Priority 1 and ten (10) additional points for responding to Competitive Preference Priority 2. Applicants may respond to one or both Competitive Preference Priorities for a total of up to 20 additional points. There is one Invitational Priority for this competition. You are encouraged, but not required, to address this priority. No additional points will be awarded if you address this priority.

8. Applicants should upload a one-page abstract that will provide an overview of the proposed project. Include the name of the applicant institution. An applicant that addresses Competitive Preference Priority 1 must provide in the recommended one-page abstract the relevant NCES locale code of the applicant and/or campus(es) it proposes to serve with a rural setting. Any rural campus served under this priority must be an eligible HSI (as defined in the notice). An applicant that addresses Competitive Preference Priority 2 must affirm in the abstract that it has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the following number of years before the deadline date for submission of applications under the program: Five years. You must upload the abstract in .pdf format.

9. All applicants are encouraged to limit the Project Narrative portion of the application to no more than 55 pages.

10. A current grantee under the DHSI program, which is authorized by Title V of the HEA, may **not** simultaneously hold or receive another grant under any Title III, Part A or Title III, Part B program.

11. This application package contains detailed instructions for every required component of your application. It also includes an Application Checklist for your convenience.

12. Applicants are reminded that the NIA published in the <u>Federal Register</u> is the official document. You should not rely upon any information that is inconsistent with the guidance contained within the official document.

13. A pre-recorded technical assistance (TA) webinar will be posted to the DHSI program page at https://www.ed.gov/grants-and-programs/grants-special-populations/grants-hispanic-students/developing-hispanic-serving-institutions-program--title-v#eligibility, and pre-application Q&A sessions will be conducted by the program office. Dates and times are posted under the "Related Documents" tab in Grants.gov. Please contact Margarita L. Meléndez at hsi@ed.gov if more information is needed.

IMPORTANT – PLEASE READ FIRST
U.S. Department of Education
Grants.gov Submission Procedures and Tips for Applicants

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the U.S. Department of Education (Department).

Browser Support

The latest versions of Microsoft Internet Explorer (IE), Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues. Grants.gov no longer provides support for Microsoft Internet Explorer 9 or below.

For additional information or updates, please see the Grants.gov Browser information in the Applicant FAQs: https://www.grants.gov/applicants/applicant-faqs#browser

ATTENTION – Workspace, Adobe Forms and PDF Files

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application. For each funding opportunity announcement (FOA), you can create individual instances of a workspace.

Below is an overview of applying on Grants.gov. For access to complete instructions on how to apply for opportunities, refer to: https://www.grants.gov/applicants/workspace-overview.html.

1) Create a Workspace: Creating a workspace allows you to complete it online and route it through your organization for review before submitting.

2) Complete a Workspace: Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.

    a. Adobe Reader: If you decide not to apply by filling out web forms you can download individual PDF forms to upload in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drives, then accessed through Adobe Reader.

NOTE: Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at: https://www.grants.gov/applicants/adobe-software-compatibility.

    b. Mandatory Fields in Forms: Fields marked with an asterisk and have a different background color are mandatory fields. These fields must be completed to successfully submit your application.

    c. Complete the SF-424 Form First: The fields in this form are designed to pre- populate common mandatory fields across other forms, such as the applicant's name, address, and Unique Entity Identifier (UEI). Once this form is completed, the information will transfer/pre-populate to the other mandatory fields in the forms.

3) Submit a Workspace: An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application package at least 24-48 hours prior to the close date to provide you with time to correct any potential technical issues that may disrupt the application submission.

4) Track a Workspace Submission: After successfully submitting a workspace application, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

For additional training resources, including video tutorials, refer to https://www.grants.gov/applicants/applicant-training.html.

Helpful Reminders

1) REGISTER EARLY – Grants.gov registration involves many steps including registration on the System for Award Management (SAM.gov), which usually takes approximately 7 to 10 business days, but can take longer depending on the completeness and accuracy of the data entered into the SAM.gov database by an applicant. You may begin working on your application while completing the registration process, but you cannot submit until all of the Registration Steps are complete.

NOTE: It will take 24-48 hours once your SAM.gov registration is active before the information becomes available in Grants.gov, and you can submit an application through Grants.gov. For detailed information on the Registration Steps, please go to: https://www.grants.gov/applicants/applicant-registration. Please note that your organization will need to update its SAM.gov registration annually.

To register in SAM.gov, click on the "Get Started" link under the "Register Your Entity…" heading in SAM.gov. Grantees, and other entities wanting to do business with the U.S. Department of Education (e.g., entities applying for a grant), that are not already registered in SAM.gov must complete the "Register Entity" registration option and NOT the "Get a Unique Entity ID" option. The "Get a Unique Entity ID" option, which is not a full registration, is only

available to entities for reporting purposes. Failing to complete the "Register Entity" option may result in loss of funding, loss of applicant eligibility, and/or delays in receiving a grant award.

Information about SAM.gov is available at www.SAM.gov. To further assist you with registering in SAM.gov or updating your existing SAM.gov registration, see the Quick Start Guide for Grant Registrations and the Entity Registration Video at https://sam.gov/content/entity-registration.

2) SUBMIT EARLY – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded. The time it takes to upload an application will vary depending on several factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.

You must provide the UEI on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This UEI is assigned to your organization in SAM.gov at the time your organization registers in SAM.gov. If you do not enter the UEI assigned by SAM.gov on your application, Grants.gov will reject your application.

3) VERIFY SUBMISSION IS OK – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 11:59:59 p.m. Eastern Time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once the Department receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov's Track My Application link.

If the date/time received is later than 11:59:59 p.m. Eastern Time, on the deadline date, your application is late. If your application has a status of "Received" it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: https://www.grants.gov/applicants/encountering-error-messages.html. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at: https://www.grants.gov/applicants/adobe-software- compatibility.html. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e- mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

4) Submission Problems

a) If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: support@grants.gov or access the

Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants.

b) The Department discourages paper applications, but if electronic submission is not possible (e.g., you do not have access to the internet), (1) you must provide a prior written notification that you intend to submit a paper application and (2) your paper application must be postmarked by the application deadline date. Your prior written notification may be submitted by email or by mail to the person listed in the FOR FURTHER INFORMATION CONTACT section of the competition Notice Inviting Applications (NIA). If you submit your notification by email, it must be received by the Department no later than 14 calendar days before the application deadline date. If you mail your notification to the Department, it must be postmarked no later than 14 calendar days before the application deadline date. (Refer to the NIA for detailed instructions)

Helpful Hints When Working with Grants.gov

Please go to https://www.grants.gov/support for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this Grants.gov link: https://www.grants.gov/applicants/applicant-faqs.html.

Slow Internet Connections

When using a slow internet connection, such as a dial-up connection, to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g., cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. Failure to fully upload an application by the deadline date and time will result in your application being marked late in the G5 system. If you do not have access to a high-speed internet connection, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than 14 calendar days before the application deadline date. (See the NIA for detailed instructions.)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

• When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in either Portable Document Format (PDF) or Microsoft Word. Although applicants have the option of uploading any narrative sections and all other attachments to their application in either PDF or Microsoft Word, we recommend applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.

• Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.

• When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters.

• And, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.

• Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.

Notice Inviting Applications

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Developing Hispanic-Serving Institutions Program

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2025 for the Developing Hispanic-Serving Institutions (DHSI) Program, Assistance Listing Number (ALN) 84.031S. This notice relates to the approved information collection under OMB control number 1840-0745.

DATES:

Applications Available: June 3, 2025.

Deadline for Transmittal of Applications: July 3, 2025.

Deadline for Intergovernmental Review: October 1, 2025.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on December 23, 2024

(89 FR 104528) and available at

www.federalregister.gov/documents/2024/12/23/2024-30488/common-

instructions-for-applicants-to-department-of-education-

discretionary-grant-programs. Please note that these Common

Instructions supersede the version published on December 7,

2022.

FOR FURTHER INFORMATION CONTACT: Margarita Melendez, U.S.

Department of Education, 400 Maryland Avenue, SW, room 2B186,

Washington, DC 20202-4260. Telephone: (202) 987-0408. Email:

Margarita.Melendez@ed.gov.

     If you are deaf, hard of hearing, or have a speech

disability and wish to access telecommunications relay services,

please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The DHSI Program provides grants to

eligible institutions of higher education (IHEs) to expand

educational opportunities for, and improve the academic

attainment of, Hispanic students; and expand and enhance the

academic offerings, program quality, and institutional stability

of colleges and universities that are educating the majority of

Hispanic college students and helping large numbers of Hispanic

students and other low-income individuals complete postsecondary degrees.

Priorities: This notice contains two competitive preference priorities and one invitational priority. The competitive preference priorities are from the Administrative Priorities for Discretionary Grant Programs published in the *Federal Register* on March 9, 2020 (85 FR 13640) (Administrative Priorities).

Competitive Preference Priorities: For FY 2025 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i), we award up to an additional 20 points to an application, depending on how well the application meets one or more of these priorities; the total possible points for each competitive preference priority are noted in parentheses.

These priorities are:

Competitive Preference Priority 1: Rural Applicants (10 points).

Under this priority, an applicant must demonstrate the following:

(a) The applicant is an IHE with a rural campus setting, or the applicant proposes to serve a campus with a rural setting. Rural settings include any of the following: Town-

Fringe, Town-Distant, Town-Remote, Rural Fringe, Rural-Distant, Rural-Remote, as defined by the NCES College Navigator search tool.

Note: Any rural campus served under this priority must be an eligible HSI (as defined in this notice).

Competitive Preference Priority 2: Applications from New Potential Grantees (10 points).

Under this priority, an applicant must demonstrate the following:

(a) The applicant has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the following number of years before the deadline date for submission of applications under the program.

(i) Five years

Invitational Priority: For FY 2025 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority. Under 34 CFR 75.105(c)(1), we do not give an application that meets the invitational priority a competitive or absolute preference over other applications.
The priority is:

Invitational Priority: Expanding access to distance education, workforce-based options, or shortened time-to-degree models, or recognized credentials. Applicants should demonstrate how their projects, institutions, or proposals are designed to promote education choice in one or more of the following ways: Expand access to postsecondary distance education, competency-based or skills-based education, pre-apprenticeships, apprenticeships, part-time coursework and career preparation, work-based learning or shortened time-to-degree models, and programs or coursework that lead to high-wage, high-skilled, or in-demand, industry recognized credentials.

Definitions: The following definitions are from 34 CFR 77.1 and apply to the priorities and selection criteria in this notice:

Baseline means the starting point from which performance is measured and targets are set.

Budget period means an interval of time into which a project period is divided for budgetary purposes.

Demonstrates a rationale means that there is a key project component included in the project's logic model that is supported by citations of high-quality research or evaluation findings that suggest that the project component is likely to significantly improve relevant outcomes.

Department means the U.S. Department of Education.

Evidence-based means the proposed project component is supported by promising evidence or evidence that demonstrates a rationale.

Experimental study means a study that is designed to compare outcomes between two groups of individuals (such as students) that are otherwise equivalent except for their assignment to either a treatment group receiving a project component or a control group that does not. Randomized controlled trials, regression discontinuity design studies, and single-case design studies are the specific types of experimental studies that, depending on their design and implementation (e.g., sample attrition in randomized controlled trials and regression discontinuity design studies), can meet What Works Clearinghouse (WWC) standards without reservations as described in the WWC Handbooks:

(i) A randomized controlled trial employs random assignment of, for example, students, teachers, classrooms, or schools to receive the project component being evaluated (the treatment group) or not to receive the project component (the control group).

(ii) A regression discontinuity design study assigns the project component being evaluated using a measured variable (*e.g.,* assigning students reading below a cutoff score to

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tutoring or developmental education classes) and controls for
that variable in the analysis of outcomes.

(iii) A single-case design study uses observations of a
single case (e.g., a student eligible for a behavioral
intervention) over time in the absence and presence of a
controlled treatment manipulation to determine whether the
outcome is systematically related to the treatment.

Fiscal year means the Federal fiscal year—a period
beginning on October 1 and ending on the following September 30.

Grant period means the period for which funds have been
awarded.

Grantee means the legal entity to which a grant is awarded
and that is accountable to the Federal Government for the use of
the funds provided. The grantee is the entire legal entity even
if only a particular component of the entity is designated in
the grant award notice (GAN). For example, a GAN may name as
the grantee one school or campus of a university. In this case,
the granting agency usually intends, or actually intends, that
the named component assume primary or sole responsibility for
administering the grant-assisted project or program.
Nevertheless, the naming of a component of a legal entity as the
grantee in a grant award document shall not be construed as
relieving the whole legal entity from accountability to the

Federal Government for the use of the funds provided. (This
definition is not intended to affect the eligibility provision
of grant programs in which eligibility is limited to
organizations that may be only components of a legal entity.)
The term "grantee" does not include any secondary recipients,
such as subgrantees and contractors, that may receive funds from
a grantee pursuant to a subgrant or contract.

Logic model (also referred to as a theory of action) means
a framework that identifies key project components of the
proposed project (i.e., the active "ingredients" that are
hypothesized to be critical to achieving the relevant outcomes)
and describes the theoretical and operational relationships
among the key project components and relevant outcomes.
Note: In developing logic models, applicants may want to use
resources such as the Pacific Education Laboratory's Logic Model
Application
(www.ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp).

Performance measure means any quantitative indicator,
statistic, or metric used to gauge program or project
performance.

Performance target means a level of performance that an
applicant would seek to meet during the course of a project or
as a result of a project.

Project component means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual project component or to a combination of project components (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers).

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

(i) A practice guide prepared by the WWC reporting "strong evidence", "moderate evidence", or "promising evidence" for the corresponding practice guide recommendation;

(ii) An intervention report prepared by the WWC reporting "Tier 1 strong evidence" of effectiveness, or "Tier 2 moderate evidence" of effectiveness, or "Tier 3 promising evidence" of effectiveness, or a "positive effect," or "potentially positive effect" on a relevant outcome, with no reporting of a "negative effect" or "potentially negative effect" on a relevant outcome; or

(iii) A single study assessed by the Department, as appropriate, that—

(A) Is an experimental study, a quasi-experimental design study, or a well-designed and well-implemented correlational

study with statistical controls for selection bias (such as a

study using regression methods to account for differences

between a treatment group and a comparison group); and

(B) Includes at least one statistically significant and

positive (i.e., favorable) effect on a relevant outcome; and

(C) Includes no overriding statistically significant and

negative effects on relevant outcomes reported in the study or

in a corresponding WWC intervention report.

Quasi-experimental design study means a study using a

design that attempts to approximate an experimental study by

identifying a comparison group that is similar to the treatment

group in important respects. This type of study, depending on

design and implementation (e.g., establishment of baseline

equivalence of the groups being compared), can meet WWC

standards with reservations, but cannot meet WWC standards

without reservations, as described in the WWC Handbooks.

Relevant outcome means the student outcome(s) or other

outcome(s) the key project component is designed to improve,

consistent with the specific goals of the program.

Subgrant means an award of financial assistance in the form

of money, or property in lieu of money, made under a grant by a

grantee to an eligible subgrantee. The term includes financial

assistance when provided by contractual or any other form of

legal agreement, but does not include procurement purchases, nor does it include any form of assistance that is excluded from the definition of "grant or award" in this part (see 2 CFR 200.92, "Subaward").

What Works Clearinghouse Handbooks (WWC Handbooks) means the standards and procedures set forth in the WWC Procedures and Standards Handbook, Version 5.0, or in the WWC Standards Handbook, Version 4.0 or 4.1, or in the WWC Procedures Handbook, Version 4.0 or 4.1, the WWC Procedures and Standards Handbook, Version 3.0 or Version 2.1 (all incorporated by reference; see § 77.2). Study findings eligible for review under WWC standards can meet WWC standards without reservations, meet WWC standards with reservations, or not meet WWC standards. WWC practice guides and intervention reports include findings from systematic reviews of evidence as described in the WWC Handbooks documentation.

Program Authority: 20 U.S.C. 1101-1101d and 1103-1103g.

Note: Projects will be awarded and must be operated in a manner consistent with the nondiscrimination requirements contained in Federal civil rights laws.

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget

Guidelines to Agencies on Governmentwide Debarment and

Suspension (Nonprocurement) in 2 CFR part 180, as adopted and

amended as regulations of the Department in 2 CFR part 3485.

(c) The Uniform Administrative Requirements, Cost Principles,

and Audit Requirements for Federal Awards in 2 CFR part 200, as

adopted and amended as regulations of the Department in 2 CFR

part 3474. (d) The regulations for this program in 34 CFR part

606. (e) The Administrative Priorities.

II. Award Information

Type of Award: Discretionary grants. Five-year Individual

Development Grants only. Cooperative Arrangement Grants and

Planning Grants will not be awarded in FY 2025.

Estimated Available Funds: $66,944,786.

Contingent upon the availability of funds and the quality

of applications, we may make additional awards in subsequent

years from the list of unfunded applications from this

competition.

Estimated Range of Awards: $500,000-$600,000.

Estimated Average Size of Awards: $575,000.

Maximum Awards: We will not make an award exceeding $600,000

for a single budget period of 12 months.

Estimated Number of Awards: 116.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 60 months.

III. Eligibility Information and Supplemental Requirements

1. Eligible Applicants: (a) Institutions of higher education (IHEs) that qualify as eligible HSIs are eligible to apply for new Individual Development Grants under the DHSI Program. To be an eligible HSI, an IHE must--

(i) Have an enrollment of needy students, as defined in section 502(b) of the Higher Education Act of 1965 as amended (HEA) (section 502(a)(2)(A)(i) of the HEA; 20 U.S.C. 1101a(a)(2)(A)(i));

(ii) Have, except as provided in section 522(b) of the HEA, average education and general expenditures that are low, per full-time equivalent (FTE) undergraduate student, in comparison with the average education and general expenditures per FTE undergraduate student of institutions that offer similar instruction (section 502(a)(2)(A)(ii) of the HEA; 20 U.S.C. 1101a(a)(2)(A)(ii));

Note: To demonstrate an enrollment of needy students and low average education and general expenditures per FTE undergraduate student, an IHE must be designated as an "eligible institution" in accordance with 34 CFR 606.2 through 606.5 and the notice

inviting applications for designation as an eligible institution for the fiscal year for which the grant competition is being conducted.

Note: The notice announcing the FY 2025 process for designation of eligible institutions, and inviting applications for waiver of eligibility requirements, was published in the *Federal Register* on March 6, 2025 (90 FR 11408). Only institutions that the Department determines are eligible, or are granted a waiver, may apply for a grant in this program.

(iii) Be accredited by a nationally recognized accrediting agency or association that the Secretary has determined to be a reliable authority as to the quality of education or training offered, or making reasonable progress toward accreditation, according to such an agency or association (section 502(a)(2)(A)(iv) of the HEA; 20 U.S.C. 1101a(a)(2)(A)(iv));

(iv) Be legally authorized to provide, and provides within the State, an education program for which the institution awards a bachelor's degree (section 502(a)(2)(A)(iii) of the HEA; 20 U.S.C. 1101a(a)(2)(A)(iii)), or be a junior or community college (section 502(a)(2)(A)(iii) of the HEA; 20 U.S.C. 1101a(a)(2)(A)(iii));

(v) Have an enrollment of undergraduate FTE students that is at least 25 percent Hispanic students at the end of the award

year immediately preceding the date of application (section

502(a)(5)(B) of the HEA; 20 U.S.C. 1101a(a)(5)(B)); and

(vi) Provide, as an attachment to the application, the

documentation the IHE relied upon in determining that at least

25 percent of the IHE's undergraduate FTE students are Hispanic.

The 25 percent requirement applies only to undergraduate

Hispanic students and is calculated based upon FTE students as

defined in section 502(a)(4) of the HEA. Instructions for

formatting and submitting the verification documentation to

Grants.gov are in the application package for this competition.

(b) For this program, the "end of the award year

immediately preceding the date of application" refers to the end

of the fiscal year prior to the application due date. For

purposes of this competition, the data that we will use to

determine percent enrollment is for academic year 2023-2024.

(c) In considering applications for grants under this

program, the Department will compare the data and documentation

the institution relied on in its application with data reported

to the Department's Integrated Postsecondary Education Data

System (IPEDS), the IHE's State-reported enrollment data, and

the institutional annual report. If different percentages or

data are reported in these various sources, the institution

must, as part of the 25 percent assurance verification, explain

the reason for the differences. If the IPEDS data show that less than 25 percent of the institution's undergraduate FTE students are Hispanic, the burden is on the institution to show that the IPEDS data are inaccurate. If the IPEDS data indicate that the institution has an undergraduate FTE less than 25 percent, and the institution fails to demonstrate that the IPEDS data are inaccurate, the institution will be considered ineligible.

(d) A grantee under the DHSI Program, which is authorized by title V of the HEA, may not receive a grant under any HEA, title III, part A or part B program (section 505 of the HEA; 20 U.S.C. 1101d). The title III, part A programs include the Strengthening Institutions Program, the American Indian Tribally Controlled Colleges and Universities Program, the Alaska Native and Native Hawaiian-Serving Institutions Programs, the Asian American and Native American Pacific Islander-Serving Institutions Program, the Predominantly Black Institutions Program, and the Native American-Serving Non-Tribal Institutions Program. The title III, part B programs include the Strengthening Historically Black Colleges and Universities program and the Strengthening Historically Black Graduate Institutions Program. Furthermore, a current DHSI Program

grantee may not give up its HSI grant in order to receive a grant under any title III, part A program (34 CFR 606.2(c)(1)).

(e) An eligible HSI may only submit one Individual Development Grant application.

(f) Nothing in this notice alters a grantee's obligations to comply with nondiscrimination requirements in Federal civil rights laws, including nondiscrimination on the basis of race, color, or national origin, among others.

2. a. <u>Cost Sharing or Matching</u>: This program does not require cost sharing or matching unless the grantee uses a portion of its grant for establishing or improving an endowment fund. If a grantee uses a portion of its grant for endowment fund purposes, it must match or exceed those grant funds with non-Federal funds (section 503(c)(2) of the HEA; 20 U.S.C. 1101b(c)(2)).

b. <u>Supplement-Not-Supplant</u>: This program involves supplement-not-supplant funding requirements. Grant funds must be used so that they supplement and, to the extent practical, increase the funds that would otherwise be available for the activities to be carried out under the grant and in no case supplant those funds. (34 CFR 606.30(b)).

c. Indirect Cost Rate Information: A grantee may not use an indirect cost rate to determine allowable costs under its grant.

d. Administrative Cost Limitation: This program does not include any program-specific limitation on administrative expenses.

3. Subgrantees: A grantee under this competition may award subgrants--to directly carry out project activities described in its application--to the following types of entities: local educational agencies; State educational agencies; IHEs; nonprofit organizations. The grantee may award subgrants to entities it has identified in an approved application or that it selects through a competition under procedures established by the grantee.

IV. Application and Submission Information

1. Application Submission Instructions: Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on December 23, 2024 (89 FR 104528) and available at www.federalregister.gov/documents/2024/12/23/2024-30488/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs, which contain requirements and information on how to submit an application.

Please note that these Common Instructions supersede the version published on December 7, 2022.

2. Submission of Proprietary Information: Given the types of projects that may be proposed in applications for the DHSI Program, your application may include business information that you consider proprietary. In 34 CFR 5.11 we define "business information" and describe the process we use in determining whether any of that information is proprietary and, thus, protected from disclosure under Exemption 4 of the Freedom of Information Act (5 U.S.C. 552, as amended).

Because we plan to make successful applications available to the public, you may wish to request confidentiality of business information.

Consistent with Executive Order 12600, please designate in your application any information that you believe is exempt from disclosure under Exemption 4. In the appropriate Appendix section of your application, under "Other Attachments Form," please list the page number or numbers on which we can find this information. For additional information please see 34 CFR 5.11(c).

3. Intergovernmental Review: This competition is subject to intergovernmental review under Executive Order 12372. Information about this process is in the application package.

4. <u>Funding Restrictions</u>: We specify unallowable costs in 34 CFR 606.10(c).

5. <u>Recommended Page Limit</u>: The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to no more than 55 pages and (2) use the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.

- Double-space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.

- Use a font that is either 12 point or larger, and no smaller than 10 pitch (characters per inch).

- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit applies to the Project Narrative, which is your complete response to the selection criteria, and any responses to the priorities, if applicable. However, the page limit does not apply to the Application for Federal Assistance form (SF-424); the ED SF-424 Supplement form; the Budget Information--Non-Construction Programs form (ED 524);

the assurances and certifications; or the one-page project abstract, the program profile form, and supporting narrative.

6. Notice of Intent to Apply: The Department will be able to review grant applications more efficiently if we know the approximate number of applicants that intend to apply. Therefore, we strongly encourage each potential applicant to notify us of their intent to submit an application. To do so, please email the program contact person listed under FOR FURTHER INFORMATION CONTACT with the subject line "Intent to Apply," and include the applicant's name and a contact person's name and email address. Applicants that do not submit a notice of intent to apply may still apply for funding; applicants that do submit a notice of intent to apply are not bound to apply or bound by the information provided.

V. Application Review Information

1. Selection Criteria: The selection criteria for this competition are from 34 CFR 75.210, 606.8, and 606.22. Applicants should address each of the following selection criteria separately for each proposed activity. We will award up to 100 points to an application under the selection criteria and up to 20 additional points to an application under the competitive preference priorities, for a total score of up to

120 points. The maximum score for each criterion is noted in parentheses.

(a) Quality of the applicant's comprehensive development plan. (Up to 25 points)

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

(1) The strengths, weaknesses, and significant problems of the institution's academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution (Up to 5 points);

(2) The goals for the institution's academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis (Up to 5 points);

(3) The objectives stated in the plan are measurable, related to institutional goals, and, if achieved, will contribute to the growth and self-sufficiency of the institution (Up to 5 points);

(4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational

costs for personnel, maintenance, and upgrades of equipment will
be paid with institutional resources (Up to 5 points); and

(5) The five-year plan describes how the applicant will
improve its services to Hispanic and other low-income students
(Up to 5 points).

Note: Under 34 CFR 606.8(a), a comprehensive development plan
is an institution's strategy for achieving growth and self-
sufficiency by strengthening its--

(1) Academic programs;

(2) Institutional management; and

(3) Fiscal stability.

(b) <u>Quality of the project design</u>. (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) that is aligned with the
purposes of the grant program (Up to 10 points); and

(2) The extent to which the proposed project is supported
by promising evidence (as defined in this notice) (Up to 5
points).

Note: 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 a 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(ies) 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. Note that the research cited to address the "promising evidence" criterion can be the same research provided to demonstrate a rationale, but only applications that include logic models can receive full points under the "demonstrates a rationale" selection factor.

(c) <u>Quality of activity objectives</u>. (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); and

(2) Directly related to the problems to be solved and to the goals of the comprehensive development plan (Up to 5 points).

(d) <u>Quality of implementation strategy</u>. (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 the project management plan. (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 3 points).

(3) Procedures for fiscal control and fund accounting procedures are likely to ensure proper disbursement of and accounting for funds made available to the applicant (Up to 2 points).

(f) Quality of key personnel. (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. (Up to 10 points)

The extent to which--

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

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

(h) Budget. (Up to 5 points)

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

2. Review and Selection Process: We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR

75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary requires various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

A panel of three non-Federal reviewers will review and score each application in accordance with the selection criteria in this notice, as well as the competitive preference priorities. A rank order funding slate will be made from this review. Awards will be made in rank order according to the average score received from the peer review.

In tie-breaking situations for development grants described in 34 CFR 606.23(b), the DHSI Program regulations in 34 CFR part 606, subpart C require that we award additional points to an application from an IHE that:

(1) Has an endowment fund of which the current market value, per FTE enrolled student, is less than the average current market value of the endowment funds, per FTE enrolled student, at comparable institutions that offer similar instruction (1 point);

(2) Has expenditures for library materials per FTE enrolled student that are less than the average expenditures for library materials per FTE enrolled student at comparable institutions that offer similar instruction (1 point); or

(3) Proposes to carry out one or more of the following activities--

(i) Faculty development (1 point);

(ii) Funds and administrative management (1 point);

(iii) Development and improvement of academic programs (2 points);

(iv) Acquisition of equipment for use in strengthening management and academic programs (1 point);

(v) Joint use of facilities (2 points); or

(vi) Student services (2 points).

If a tie remains after applying the tiebreaker mechanism above, priority will be given to applicants that addressed the priority in section 521(d) of the HEA (20 U.S.C. 1103): the Secretary gives priority to an application that contains

satisfactory evidence that the Hispanic-Serving Institution has entered or will enter into a collaborative arrangement with at least one local educational agency or community-based organization to provide such agency or organization with assistance (from funds other than funds provided under title 20 of the U.S. Code) in reducing dropout rates for Hispanic students, improving rates of academic achievement for Hispanic students, and increasing the rates at which Hispanic secondary school graduates enroll in higher education.

If a tie still remains after applying the additional point(s) and the statutory priority, we will determine the ranking of applicants based on the applicant that scores the highest under the selection criterion "Quality of the applicant's comprehensive development plan," followed by "Quality of implementation strategy."

If a tie still remains, we will select the applicant with the lowest endowment per FTE enrolled student.

3. Risk Assessment and Specific Conditions: Before awarding grants under this program, the Department conducts a review of the risks posed by applicants. The Secretary may impose specific conditions and, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory

performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

4. Integrity and Performance System: If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently $250,000), we must make a judgment about your integrity, business ethics, and record of performance under Federal awards--that is, the risk posed by you as an applicant-- before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through the System for Award Management. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

If the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds $10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually.

Please review these requirements if this grant plus all the other Federal funds you receive exceed $10,000,000.

5.   VI.   Award Administration Information

1.   <u>Award Notices</u>:   If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2.   <u>Administrative and National Policy Requirements</u>:   We identify administrative and national policy requirements in the application package and reference these and other requirements in the <u>Applicable Regulations</u> section of this notice.

We reference the regulations outlining the terms and conditions of an award in the <u>Applicable Regulations</u> section of this notice and include these and other specific conditions in the GAN.   The GAN also incorporates your approved application as part of your binding commitments under the grant.

3.   <u>Open Licensing Requirements</u>:   Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant

funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works. Additionally, a grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. This dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements, please refer to 2 CFR 3474.20.

4. <u>Reporting</u>: (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements should you receive funding under this competition. This does not apply if you have an exception.

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary. The Secretary may also require more frequent performance reports. For specific requirements on

reporting, please go to

www.ed.gov/fund/grant/apply/appforms/appforms.html.

(c) The Secretary may provide a grantee with additional
funding for data collection analysis and reporting. In this
case, the Secretary establishes a data collection period.

5. Performance Measures: The Secretary has established
the following key performance measures for assessing the
effectiveness of the DHSI Program under 34 CFR 75.110:

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

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

(c) The percentage of all students, and of Hispanic
students in particular, who transfer from a two-year HSI to a
four-year institution.

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

(e) The Federal cost per undergraduate and graduate degree
at institutions in the DHSI program.

6. Continuation Awards: In making a continuation award, the Secretary considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application, or whether the continuation of the project is in the best interest of the Federal Government.

In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department.

VII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or compact disc) on request to the program contact person listed under FOR FURTHER INFORMATION CONTACT.

Christopher J. McCaghren,
Acting Assistant Secretary Office of Postsecondary Education.

Signing Authority

DHSI Program Statute and Regulations

The complete DHSI program statute and regulations are Title V, Parts A and C of the Higher Education Act of 1965, as amended (20 U.S.C. 1101-1101d, 20 U.S.C. 1103-1103g).

Executive Order 12372
(Intergovernmental Review of Federal Programs)

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism—or the distribution of responsibility between localities, States, and the Federal government—by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state.

Further information about the State Single Point of Contact process and a list of names by State can be found at:

https://www.whitehouse.gov/wp-content/uploads/2023/06/SPOC-list-as-of-2023.pdf.

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372—ALN# 84.031S, U.S. Department of Education, room 7E200, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Eastern Time) on the closing date indicated in this notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. ***Do not send applications to the above address.***

General Education Provisions Act (GEPA)
Section 427

NOTICE FOR ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES (OMB Control Number 1894-0005)

Form Overview:

The U.S. Department of Education (Department) has updated its standard form, NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES, used by applicants seeking Federal assistance under the Department's grant programs to address the General Education Provisions Act (GEPA) Section 427 (20 U.S.C. 1228a) requirements effective April 3, 2023.

GEPA Section 427 requires that applicants, based on the design of their proposed grant project, the participants, and community the project proposes to serve, and local circumstances, determine the extent to which identified barriers prevent equitable access to or participation in their federal grant projects.

The updated GEPA Section 427 form is electronically integrated into the Grants.gov system, and applicants are generally no longer required to upload a separate PDF document but will electronically complete and submit the form with the application package in Grants.gov.

Form Instructions:

• Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

• Applicants are not required to have mission statements or policies that align with equity in order to submit an application.

• Applicants may have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

• Applicants must respond to each question using the associated text box. Each text box allows approximately 4000 characters; therefore, if copying and pasting into the text box from another document be sure to check that everything copied.

• Applicants should use the "check for errors" button before they save the form. Applicants will receive an error message if any response is missing and will not be able to submit the application due to the missing information.

• Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.

• Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Form Training:

Applicants may learn more about GEPA Section 427 and the form updates by participating in a 30-minute computer-based training titled, Ensuring Equitable Opportunities Under the GEPA Section 427, at Grants Training and Management Resources Online Grants Training Courses.

Performance Measures

What are the performance measures for the Developing Hispanic-Serving Institutions (DHSI) Program?

The Secretary has established the following key performance measures for assessing the effectiveness of the DHSI Program under 34 CFR 75.110:

(a) The annual rate of degree or certificate completion for all students, and specifically for Hispanic students, at DHSI grantee institutions.
(b) The annual persistence rate at DHSI grantee institutions for all students, and for Hispanic students in particular, from one year to the next.
(c) The percentage of all students, and of Hispanic students in particular, who transfer from a two-year HSI to a four-year institution.
(d) The number of all students, and the number of Hispanic students in particular, served by any direct student service supported by the grant.
(e) The Federal cost per undergraduate and graduate degree at institutions in the DHSI program.

How does the Department of Education determine whether performance goals have been met?

An applicant that receives a grant award will be required to submit annual performance reports and a final report as a condition of the award. The reports will document the extent to which project goals and objectives are met.

Instructions for Completing the Application

The DHSI application within Grants.gov consists of standard forms and assurances along with forms that allow you to upload attachments. All attachments must be in .pdf format. Although Grants.gov allows various file types to be uploaded, you must only upload .pdf files when submitting applications to the Department of Education. This is due to functionality constraints within the Department's grants system, which interfaces with Grants.gov to receive applications.

The forms are as follows:

1. **Application for Federal Assistance (SF 424)** - Complete all required fields.

2. **Certification Regarding Lobbying** - Complete all required fields.

3. **Disclosure of Lobbying Activities (SF-LLL)** - Complete all required fields.

4. **GEPA Section 427 requirement** - Applicants must complete the GEPA form in Grants.gov. Instructions are found within this application.

5. **Department of Education Supplemental Information for the SF 424** − Complete all required fields.

6. **U.S. Department of Education Budget Information Non-Construction Programs (SF 524)** - Applicants should include costs for all 5 project years. Section B of this form should only be completed if an Endowment Fund is one of your proposed activities since it requires matching grant funds with non-federal funds. Section C (budget narrative) of this form should be left blank. Applicants will upload their Budget Narrative to the "Budget Narrative Attachment Form" within Grants.gov.

7. **Evidence Form** - Applicants should use this form when responding to selection criterion, "Quality of the Project Design." To establish that the proposed project is 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. **Note:** See the <u>Definitions</u> Section in the Notice Inviting Applications for more information on "promising evidence."

8. **ED Abstract Form** - Applicants should upload a one-page abstract that includes the project title and an overview of the proposed project – goals, activities to be performed by the recipient, the target population (e.g., faculty, staff, students), and expected outcomes and contributions related to the project. An applicant that addresses Competitive Preference Priority 1 must provide in the recommended one-page abstract the relevant NCES locale code of the applicant and/or campus(es) it proposes to serve with a rural setting. Any rural campus served under this priority must be an eligible HSI (as defined in the notice). An applicant that addresses Competitive Preference Priority 2 must affirm in the abstract that it has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the following

number of years before the deadline date for submission of applications under the program: Five years. Include information on the Invitational Priority, if addressed. You must upload the abstract in .pdf format.

9.   **Project Narrative Attachment Form** - Applicants should upload the responses to the selection criteria and, if applicable, the competitive preference and invitational priorities responses that will be used to evaluate your application. The recommended page limit is 55 pages for an Individual Development Grant.

10.   **Budget Narrative Attachment Form** - Applicants should upload a detailed supporting narrative explaining the proposed costs for each year of the performance period. Total costs per year should mimic the costs stated on the ED-524 form. Include the level of effort (time commitment) per year for key personnel. You must upload the supporting narrative in .pdf format. <u>Note</u>: The Budget Narrative response here is different than the response to the "Quality of the Budget" Selection Criterion. To respond to "Quality of the Budget," applicants defend proposed costs (i.e., Are the costs that you are proposing reasonable and necessary? How were the costs determined?).

11.   **Other Attachments Form** – Applicants must upload the completed **DHSI Program Profile form** found within this Application Instructions Booklet. You should recreate the form, complete all fields, include all required supporting documentation, and save the form as a .pdf file. When you recreate the form, do not change any of the original language. **<u>This form is mandatory. If it is missing from your application, your application may be deemed ineligible.</u>**

<u>NOTE</u>: Please do not attach any miscellaneous narratives, supporting files, or application components to the standard forms (SF Forms) within Grants.gov. Although the forms accept optional attachments, please do not upload attachments there. If you deem it necessary, you may upload miscellaneous attachments to "Other Attachments Form," but be mindful that uploaded information that is not required in the Notice may not be reviewed.

Remember, all attachments must be in .pdf format. Although Grants.gov allows various file types to be uploaded, you must only upload .pdf files when submitting applications to the Department of Education. This is due to functionality constraints within the Department's grants system which interfaces with Grants.gov to receive applications.

Instructions for Standard Forms

● **APPLICATION FOR FEDERAL ASSISTANCE - (SF 424)**

● **U.S. DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR THE SF-424 (SF 424)**

● **U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION**

PROGRAMS (ED 524)

● **DISCLOSURE OF LOBBYING ACTIVITIES (SF-LLL)**

● **GENERAL EDUCATION PROVISIONS ACT (GEPA)**

● **EVIDENCE FORM**

To obtain instructions for standard forms included in this application package, please visit https://www2.ed.gov/fund/grant/apply/appforms/appforms.html.

Supplemental Instructions for the Project Narrative

The project narrative must be uploaded to the "Project Narrative Attachment Form" in Grants.gov.

Before preparing the Project Narrative, applicants should review the program statute, program regulations, Common Instructions, and the <u>Federal Register</u> Notice for specific guidance and requirements. The Secretary evaluates an application according to the program specific criteria in 34 CFR 606.22 and 34 CFR 75.210. The Project Narrative is where the applicant provides detailed responses to each selection criterion and if applicable, the responses to one or both of the Competitive Preference Priorities and to the Invitational Priority. The maximum possible score for each category of selection criterion is indicated in parentheses.

For ease of reading by the reviewers, applicants should follow the sequence of the criteria as provided below. The Project Narrative should be written in a concise and clear manner and be consecutively numbered. We recommend that applicants limit the section of the narrative that addresses the selection criteria and the priority responses, if applicable, to no more than **55** pages for an Individual Development Grant. Please include a Table of Contents as the first page of the application narrative. The Table of Contents is not included in your page count. Be certain to include the five-year plan to improve services to Hispanic and other low-income students within your Comprehensive Development Plan. Use a separate bold heading for the 5-year plan. The Project Narrative is mandatory so, if any other format is used, it will not be received by the Department's grants system, and your application may be deemed ineligible.

<u>**Note:** If you choose to respond to the Competitive Preference Priorities and Invitational Priorities, please include separate bold headings. The applicant may choose where to include the priority responses within the project narrative.</u>

Formatting Recommendations: A ''page'' is 8.5″ x 11″, on one side only, with 1-inch margins at the top bottom, and both sides. Double space (no more than three lines per vertical inch) all text in the application narrative. This excludes charts, tables, graphs, titles, headings, footnotes, quotations, references, captions. Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. Use font size 12.

Applicants MUST address each of the following DHSI selection criteria in the Project Narrative:

a. Quality of the Comprehensive Development Plan (34 CFR 606.22 (a))   (up to 25 points)

b. Quality of the Project Design (34 CFR 75.210)   (up to 15 points)

c. Quality of the Activity Objectives (34 CFR 606.22 (b))   (up to 10 points)

d. Quality of the Implementation Strategy (34 CFR 606.22 (c))   (up to 20 points)

e. Quality of the Project Management Plan (34 CFR 606.22 (e))   (up to 10 points)

f. Quality of the Key Personnel (34 CFR 606.22 (d))   (up to 5 points)

g. Quality of the Evaluation Plan (34 CFR 606.22 (f))   (up to 10 points)

h. Quality of the Budget (34 CFR 606.22 (g))   (up to 5 points)

Total maximum score for Selection Criteria   **100 points**

Total maximum score for Invitational Priority   **0 points**

Total maximum score for Competitive Preference Priority #1   **10 points**

Total maximum score for Competitive Preference Priority #2   **10 points**

TOTAL POSSIBLE SCORE PER APPLICATION   **120 POINTS**

SELECTION CRITERIA

(a) Quality of the applicant's comprehensive development plan. (up to 25 points)
    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 the project design. (up to 15 points)
    (1) The extent to which the proposed project demonstrates a rationale (as defined in this notice) that is aligned with the purposes of the grant program. (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)

Note: 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(ies) 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. Note that the research cited to address the "promising evidence" criterion can be the same research provided to demonstrate a rationale, but only applications that include logic models can receive full points under the "demonstrate a rationale" selection factor.

(c) Quality of the activity objectives. (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) and
(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 the implementation strategy. (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 the project management plan. (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 3 points)
(3) Procedures for fiscal control and fund accounting procedures are likely to ensure proper disbursement of and accounting for funds made available to the applicant (up to 2 points).

(f) Quality of the key personnel. (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 the evaluation plan. (up to 10 points)
The extent to which--
(1) The data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan; (up to 5 points) and
(2) The data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan. (up to 5 points)

(h) Quality of the budget. (up to 5 points)
The extent to which the proposed costs are necessary and reasonable in relation to the project's objectives and scope.

EVALUATION PLAN
A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development and implementation of the project from the beginning of the grant period. The plan should include benchmarks to monitor progress toward specific project objectives and outcome measures to assess the impact of the grant-funded activities. More specifically, the plan should respond to the factors listed in the evaluation plan section of the selection criteria.

COMPETITION PRIORITIES

COMPETITIVE PREFERENCE PRIORITIES:

If applicable, include your response(s) within the Project Narrative. Use a bold heading. Applicants may respond to one or both priorities for a total of up to 20 additional points, depending on whether the application meets these priorities.

Competitive Preference Priority 1: Rural Applicants (10 points).

Under this priority, an applicant must demonstrate the following:

(a) The applicant is an IHE with a rural campus setting, or the applicant proposes to serve a campus with a rural setting. Rural settings include any of the following: Town-Fringe, Town-Distant, Town-Remote, Rural Fringe, Rural-Distant, Rural-Remote, as defined by the NCES College Navigator search tool. *Note:* Any rural campus served under this priority must be an eligible HSI (as defined in this notice).

Competitive Preference Priority 2: Applications for New Potential Grantees (10 points).

Under this priority, an applicant must demonstrate the following:

(a) The applicant has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127–75.129, in the following number of years before the deadline date for submission of applications under the program.
(i) Five years

INVITATIONAL PRIORITY:

Invitational Priority 1: Expanding access to distance education, workforce-based options, or shortened time-to degree models, or recognized credentials.

Applicants should demonstrate how their projects, institutions, or proposals are designed to promote education choice in one or more of the following ways: Expand access to postsecondary distance education, competency-based or skills-based education, pre-apprenticeships, apprenticeships, part-time coursework and career preparation, work-based learning or shortened time-to-degree models, and programs or coursework that lead to high-wage, high-skilled, or in-demand, industry recognized credentials.

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.*

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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#:   **UEI#:**

2. Applicant Address:

Street:

City: State: Zip:

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

Purchase, rent, lease lab equipment: _____; Construction/renovation of facilities: _____; Faculty development: _____; Curriculum development: _____; Academic instruction: _____; Faculty fellowships: _____; Purchase of books/supplies/educational materials: _____; Articulation/transfer program: _____ Tutoring: _____; Counseling: _____; Mentoring: _____; 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. Invitational and Competitive Preference Priorities, if applicable:

Are you responding to the Invitational Priority? YES_____ NO _____
Are you responding to CPP #1? YES ____ NO____
Are you responding to CPP #2? YES ____ NO____
Will not respond to either CPP ☐

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

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

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

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

7. Endowment Fund Assurance (Check here if you will have an Endowment Fund activity.):
The institution certifies that it proposes to use no more than twenty percent (20%) of the Developing Hispanic-Serving Institutions Program development grant, made under the authority of Title V, of the Higher Education Act of 1965, as amended, to establish or increase the institution's endowment fund. The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant Program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 606. The institution further agrees to raise the required matching funds. ☐

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

☐   Strengthening Institutions Program
☐   American Indian Tribally Controlled Colleges and
           Universities Program
☐   Native Hawaiian-Serving Institutions Program
☐   Alaska Native-Serving Institutions Program

8a. If your application ranks in funding range for more than one program this fiscal year, please state the preferred order of award acceptance.

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

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10. Institutional Assurance Statistics: See the Application Guide and the Federal Register Notice for HSI Assurance Instructions. For the purpose of verifying demographic data, please provide Hispanic undergraduate FTE for school year 2023-2024 in boxes 10a and 10b.

10a. HSI Assurance (institutional data):	**10b. IPEDS Data (Data as stated in IPEDS)**:
Total Undergraduate FTE Enrollment Count:	Total Undergraduate FTE Enrollment Count:
Hispanic Undergraduate FTE Enrollment Count:	Hispanic Undergraduate FTE Count:
Hispanic Undergraduate FTE Percent (%):	Hispanic Undergraduate FTE Percent (%):

10c. Eligibility Documentation:

The Department will cross-reference, for verification, provisional data in the Department's Integrated Postsecondary Education Data System (IPEDS) for 2023-2024. If there are any differences in the percentages reported in IPEDS and the percentage reported in box 10a of this form, you should explain the differences as a part of your eligibility documentation. If you do not provide data or the Department is unable to verify data submitted by the institution, the Department may deem the applicant ineligible.

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11. Tiebreaker Information: Enter information below for school year 2023-2024. See the Application Guide and Federal Register Notice for instructions on calculating FTE enrollment.

  a) Total FULL-TIME EQUIVALENT (FTE) students =
  b) Total market value of endowment fund for 2023-2024 =
  c) Total expenditures for library material during 2023-2024 =

Note: Failure to provide information requested in items a) and b) above may result in the Department not considering the application under a tiebreaker situation.

12. **Certifying Official (i.e., President, VP, Chancellor, etc.)**: Name: Title: Contact Number: Email:	**13.** By checking below, the applicant and President of the institution certify that the Institution of Higher Education (IHE) will comply with the statutory requirements, program standards, and program assurance cited in the DHSI program regulations 34 CFR Part 606. **Yes** _____

DHSI Program Profile Form
Instructions

All applicants must complete the information requested on this page. This form captures information on assurances and eligibility as well as other information. It also serves as the assurance regarding the Hispanic enrollment percent required by the program's statutory language.

<u>Do not modify content or delete any part of this document.</u> Applicants must copy and paste this page into a separate document or recreate the page exactly as it appears. Then, complete the form, save it to your computer and upload it to the "Other Attachments Form" in Grants.gov in .pdf format only.

<u>**Item #1**</u>- a. Provide the complete name of the applicant**.**

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.) If the applicant is a district or foundation, also state the name of the institution that will implement the project. (For example, you would cite Kansas City District- University of Kansas City.)

b. Provide the Institution or Campus OPE ID. **This is very important. If you do not provide the correct OPE ID, your application may be deemed ineligible.**

c. Provide the UEI number for the institution or campus. (Some campuses share UEI numbers while others have multiple numbers for one campus and/or multiple campuses.)

<u>**Item #2**</u>- Enter complete address of applicant.

<u>**Item #3**</u>- Check all activities that the applicant proposes to implement with this grant.

<u>**Item #4**</u>- Check the box for the appropriate Priority to which the applicant is responding, if applicable. Note: Applicants may respond to the Invitational Priority. Applicants may respond to one, both, or none of the Competitive Preference Priorities. All priorities are optional.

<u>**Item #5**</u>- Past Performance- List all Title V, Part A (Developing Hispanic-Serving Institutions Program) grants that applicant has held in past 5 years.

34 CFR 606.24 -In addition to evaluating an application under the selection criteria, the Secretary evaluates an applicant's performance under any previous development grant awarded under the DHSI Program within five years of the year when the development grant will begin. The Secretary evaluates whether the applicant fulfilled or is making substantial progress toward fulfilling the goals and objectives of the previous grant.

Item #6- If the proposed Project Director has already been selected and currently serves as PD on other awards, state the level of effort for those awards. Also, state the final performance year for those awards. If the PD has not been selected or does not serve as PD on other awards, state N/A.

Item #7- Check the box if the applicant proposes endowment fund activities with this grant. **Note**: If the applicant is awarded a grant under this competition, special financial reporting regarding the endowment fund is required.

Item #8- Check the box for all Title III, Parts A or B programs for which the applicant is applying or has applied this FY **(2025)**, if applicable.

Item #8a- Since an institution that receives funds under this title may **not** concurrently receive other funds under Parts A or B of Title III during the period for which funds under this title are awarded, please state which grant (Title III or Title V) the applicant will accept if it applies for and qualifies for both.

Per Title V, HSI Statute: SEC. 505. SPECIAL RULE -No Hispanic-serving institution that is eligible for and receives funds under this title may concurrently receive other funds under part A or B of Title III during the period for which funds under this title are awarded.

Item #9- List all Title III, Parts A and B grants which the applicant currently holds, if applicable.

Item #10- Institutional Assurance Statistics- The statute governing the Developing Hispanic-Serving Institutions Program (Title V of the Higher Education Act of 1965, as amended (HEA)) requires the applicant to provide an assurance of the following: The applicant has an enrollment of undergraduate full-time equivalent (FTE) students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application.

FTE Calculation Instructions

For the purposes of the calculation, use your institution's student enrollment count for academic year 2023-2024. Per Title V Program Statute: The term "full-time equivalent students" means the sum of the number of students enrolled full time (whatever the full-time course load is at your institution, count a full-time undergraduate degree student as **one FTE**), plus the full-time equivalent of the number of students enrolled part time.

To determine the FTE for part-time undergraduate students, total the number of credit hours of all part-time undergraduate students. Include both part-time degree students and part-time unclassified students. Divide the total number of credit hours for the part-time undergraduate students by **twelve (12)**. The result is the FTE for part-time undergraduate students.

Note: An unclassified undergraduate student is one who is not a candidate for a degree or other formal award but is taking courses for credit in regular classes with undergraduate degree students. However, both classified and unclassified

undergraduate students enrolled must be in a program of at least two years in length that would result in the award of a certificate, associate degree or other educational credential.

Item #10a- Provide the Undergraduate FTE Enrollment Count your institution reported to the state: Add the FTE of full-time undergraduate students and the FTE of part-time undergraduate students.

Provide the **Hispanic** Undergraduate FTE Enrollment Count as reported to the state: Add the FTE of full-time undergraduate Hispanic students and the FTE of part-time undergraduate Hispanic students.

Provide the Undergraduate FTE Hispanic Percent as reported to the state: Divide the Hispanic Undergraduate FTE Enrollment Count by the Total Undergraduate FTE Enrollment Count.

Item #10b- Provide the Undergraduate FTE Enrollment Count as provided by IPEDS. Provide the **Hispanic** Undergraduate FTE Enrollment Count as provided by IPEDS. Provide the Undergraduate FTE Hispanic Percent as provided by IPEDS.

Item #10c- If there are any differences in the percentages in 10a and 10b, the institution should explain the differences as a part of its eligibility documentation in section 10c. Be advised that if the applicant does not provide data or the Department is unable to verify data submitted by the institution, the applicant may be deemed ineligible.

Item #11- **Tiebreaker-**34 CFR 606.23 states that if funds are available to fund only one additional grant and each of the next fundable applications has received the same number of points, the Secretary shall award additional points as provided in the Notice Inviting Applications published in the Federal Register based on the information provided here. Failure to provide information requested may result in the Department not considering the application if there is a tie-breaker situation.

a. Provide total full-time equivalent students as stated in Item #10.

b. Provide the total market value of the applicant's endowment fund for 2023-2024 school year. If institution has no endowment fund, state "n/a" or "none."

c. Provide total expenditures for library materials during 2023-2024 school year.

Item #12- Provide the contact information for the Certifying Official. The Certifying Official is not the Project Director proposed in this application or the grant writer. The Certifying Official has oversight authority (i.e., President, Vice-President, Chancellor, Provost, etc.) within the institution.

Item #13- By checking the box, the Certifying Official certifies that he or she, along with the applicant institution, will fully comply with the statutory requirements of this program.

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.

☐   **Grants.gov Lobbying Form** – All required fields are complete.

☐   **ED GEPA 427 Form** – All required fields are complete.

☐   **ED Supplemental Information for SF 424** – All required fields are complete.

☐   **ED Abstract Form** – The one-page abstract has been uploaded in .pdf format to the "ED Abstract Form" in Grants.gov.

☐   **Project Narrative Attachment Form** – Responses to all Selection Criteria and, if applicable, the response(s) to the Competitive Preference Priority(ies) and Invitational Priority have been uploaded.

☐   **Evidence Form** – All required fields are complete. If you must upload studies, please upload them to "Other Attachments Form."

☐   **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."

☐   **Department of Education Budget Information Non-Construction Programs Form (ED 524)** – All required fields are complete.

☐   **Other Attachments Form** – **<u>Applicants must include the mandatory DHSI Project Profile Form here.</u>** All fields of this form should be completed. The form and supporting documentation (if applicable) should be uploaded to this section ("Other Attachments Form") in Grants.gov. Also, any additional forms may be uploaded here.

☐   **Disclosure of Lobbying Activities (SF-LLL)** – *Optional Form, NOT REQUIRED

Paperwork Burden Statement

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. The valid OMB control number for this information collection is 1894-0006. Public reporting burden for this collection of information is estimated to average 75 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 (Section 501 of the Higher Education Act of 1965, as amended). If you have comments or concerns regarding the status of your individual submission of this application, please contact the U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202 directly. [Note: Please do not return the completed application to this address.]