

DEVELOPING HISPANIC-SERVING INSTITUTIONS (DHSI) PROGRAM FY 2025 GRANT COMPETITION

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BEFORE WE BEGIN...

- ▶ **Note!** The information in this presentation is provided as technical assistance only. The official guide to all programs is the corresponding Federal Register Notice, to include all statutes, regulations, and other requirements referenced therein

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

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

PURPOSE OF THE WEBINAR



FY 2025 DHSI Grant Competition

FY 2025 GRANT COMPETITION

- Notice Inviting Application published in Federal Register on June 3, 2025.
- Applications deadline Thursday, July 3, 2025, 11:59:59 PM EST.
- Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 23, 2024 (89 FR 104528)
- An eligible HSI may only submit 1 Individual Development Grant application.
- Estimated available funds: \$66,944,786.
- Estimated number of awards: 116.
- Maximum amount for a grant is \$600,000 per year.
- Performance period is 5 years.

2 CPPs- Respond to one, both, or none



1 Invitational Priority – Response optional

Page limit and formatting recommended,
not required

Notice of Intent to Apply requested

OTHER COMPETITION
HIGHLIGHTS



How The Review Process Works

APPLICATION REVIEW PROCESS

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

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

3. Each Peer Reviewer receives comprehensive training.

4. Panels consisting of 3 non-Federal Peer Reviewers and a Federal Panel Monitor are created.

5. Each Peer Reviewer is responsible for reading and evaluating assigned applications.

6. Peer Reviewers read applications individually to assess quality of responses to Selection Criteria and priorities.

7. Panel discussions are conducted - Peer Reviewers rate and score applications. *Full consensus is not required.


8. Review will be held virtually this year.

9. After all scores and comments are finalized, the Program Office develops a "Rank Order Slate of New Awards."

10. Notifications to Congress and to IHEs are made.



Overview of the DHSI Program

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

PURPOSE OF DHSI TITLE V, PART A **PROGRAM**

DHSI PROGRAM LAWS, REGULATIONS, AND GUIDANCE

Title V, Part A of the Higher Education Act (HEA) (20 U.S.C. 1101-1101d), and Title V, Part C (20 U.S.C. 1103-1103g)

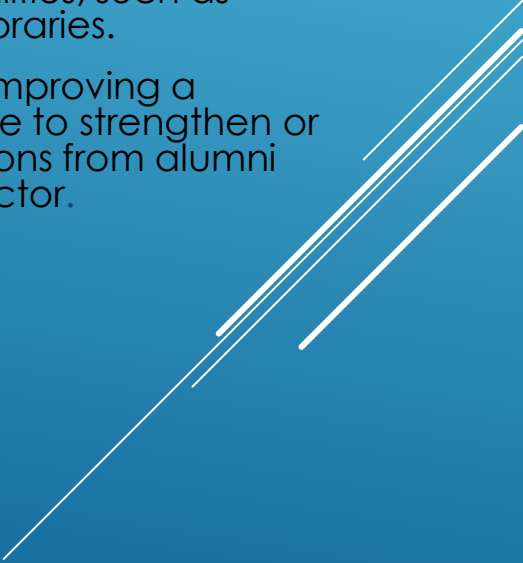
34 CFR Part 606 applies to DHSI.

Education Department General Administrative Regulations (EDGAR), Parts 74, 75, 77, 79, 81, 82, 84, 85, 86, 97, 98, and 99

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

Office of Management and Budget (OMB) Grants Management Circulars

ALLOWABLE ACTIVITIES FOR TITLE V, PART A

- ▶ (1) Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.
 - ▶ (2) Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.
 - ▶ (3) Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.
 - ▶ (4) Purchase of library books, periodicals, and other educational materials, including telecommunications program material.
 - ▶ (5) Tutoring, counseling, and student service programs designed to improve academic success.
 - ▶ (6) Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.
 - ▶ (7) Joint use of facilities, such as laboratories and libraries.
 - ▶ (8) Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.
- 

ALLOWABLE ACTIVITIES FOR TITLE V, PART A (CONT.)

- ▶ (9) Establishing or improving an endowment fund, provided the grantee uses no more than 20 percent of its grant funds for this purpose and at least matches those grant funds with non-Federal funds.
- ▶ (10) Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.
- ▶ (11) Establishing or enhancing a program of teacher education designed to qualify students to teach in public elementary or secondary schools.
- ▶ (12) Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.
- ▶ (13) Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.
- ▶ (14) Other activities that contribute to carrying out the purposes of this program.
- ▶ (15) Activities to improve student services, including innovative and customized instruction courses designed to help retain students.

The HEA of 2008 authorized additional activities to include:

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

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

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

HIGHER EDUCATION ACT (HEA) AMENDMENTS

Use up

Use up to 20% of total 5-year Title V funds

Match

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

Invest

Invest both grant and matching funds for 20 years.

- Note: Up to ½ of the interest may be spent during the 20 years.

ENDOWMENT FUND

UNAUTHORIZED ACTIVITIES FOR TITLE V, PART A

- ▶ (1) Activities that are not included in the grantee's approved application.
- ▶ (2) Activities that are inconsistent with any State plan for higher education that is applicable to the institution, including, but not limited to, a State plan for desegregation of higher education.
- ▶ (3) Activities or services that relate to sectarian instruction or religious worship.
- ▶ (4) Activities provided by a school or department of divinity. For the purpose of this provision, a "school or department of divinity" means an institution, or a department of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter into some other religious vocation or to prepare them to teach theological subjects.
- ▶ (5) Developing or improving non-degree or non-credit courses other than basic skills development courses.
- ▶ (6) Developing or improving community-based or community services programs, unless the program provides academic-related experiences or academic credit toward a degree for degree students, or, unless it is a program or services to encourage elementary and secondary school students to develop the academic skills and the interest to pursue postsecondary education.
- ▶ (7) Purchase of standard office equipment, such as furniture, file cabinets, bookcases, typewriters, or word processors.

UNAUTHORIZED ACTIVITIES FOR TITLE V, PART A (CONT.)

- ▶ (8) Payment of any portion of the salary of a president, vice president, or equivalent officer who has college-wide administrative authority and responsibility at an institution to fill a position under the grant such as project coordinator or activity director
- ▶ (9) Costs of organized fund-raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred solely to raise capital or obtain contributions.
- ▶ (10) Costs of student recruitment such as advertisements, literature, and college fairs.
- ▶ (11) Services to high school students, unless they are services to encourage such students to develop the skills and the interest to pursue postsecondary education.
- ▶ (12) Instruction in the institution's standard courses as indicated in the institution's catalog.
- ▶ (13) Costs for health and fitness programs, transportation, and day care services. [[Page 70151]]
- ▶ (14) Student activities such as entertainment, cultural, or social enrichment programs, publications, social clubs, or associations.
- ▶ (15) Activities that are operational in nature rather than developmental in nature.

Regarding student scholarships under HSI, 2 CFR 200 applies: <https://www.ecfr.gov/current/title-2/section-200.466>. Under this provision, costs of scholarships, fellowships, and student aid are generally not allowable except when the purpose of the Federal award is to provide training to participants, and the Federal agency approves the cost.

SCHOLARSHIPS UNDER TITLE V, PART A

Several white diagonal lines of varying lengths and thicknesses are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.



Title V, Part A Eligibility

The Department does not “designate” any IHE as an “HSI” or other “MSI.”

In order to receive funding under DSHI, IHEs must be designated eligible for Title V, Part A.

There is an **annual application process** to determine eligibility. Complete information is available at the [MSI eligibility webpage](#). Technical questions about the process or an individual IHE's data should be addressed to Nemeka.Mason@ed.gov.

IHEs are encouraged to download and keep a copy of their eligibility letter every year as the system does not keep letters year over year. The letter is available at hepis.ed.gov.

View the [video on the eligibility process](#) on the Division's YouTube playlist.

**IHE ELIGIBILITY FOR TITLE V,
PART A PROGRAM**

THE ELIGIBILITY PROCESS

1. Designation of Eligibility for Title V, Part A

- Announced in Federal Register on March 6, 2025;
- There was a link in the Notice to confirm eligibility;
- Enrollment and fiscal data based on 2022-2023 year;
- Deadline for submission of applications and exemptions (waivers) was April 7, 2025.

2. HSI Eligibility for Title V, Part A

- IPEDS final 2022-2023 school year data and IPEDS provisional data for 2023-2024 school year reviewed;
- **Program Profile Form required for DHSI.** We also encourage applicants to include a copy of their eligibility letter in their application package (eligibility letter may be accessed via HEPIS system at <https://hepis.ed.gov/>)

WHO IS ELIGIBLE TO APPLY?

IF YOU MET THE HSI DEFINITION AND HAVE A CURRENT GRANT UNDER ONE OR MORE OF THESE **TITLE III, PARTS A & B** PROGRAMS, YOU MAY NOT APPLY.

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

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

- ▶ **Title V, Part A, DHSI**
- ▶ **Title V, Part B, DHSI**
- ▶ **Title III, Part F programs including: HSI STEM, ANNH, NASNTI, and AANAPISI**
- ▶ **Title III, Part E, MSEIP**
- ▶ **Title VII, Part A programs**



Selection Criteria and Priorities



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



Respond to the Selection Criteria and each factor in the appropriate section.



Quality of the content is key.



Readability matters.

PLEASE CONSIDER...

Eight (8) Selection Criteria:

Total Possible Score	
a. Comprehensive Development Plan	25
b. Project Design	15
c. Activity Objectives	10
d. Implementation Strategy	20
e. Project Management Plan	10
f. Key Personnel	5
g. Evaluation Plan	10
h. Budget	<u>5</u>
Total possible points	100
Competitive Preference Priority 1	10
Competitive Preference Priority 2	10
Invitational Priority	0
Total possible points for CPPs	<u>20</u>
TOTAL POSSIBLE SCORE	120

A. Quality of Comprehensive Development Plan (CDP) (Up to 25 points)

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

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

B. Quality of Project Design

(Up to 15 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following:

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

To establish that their projects “demonstrate a rationale,” **applicants must use a logic model (as defined in this notice) and identify research or evaluation findings** suggesting that a key project component is likely to improve relevant outcome. To establish that their projects are supported by “promising evidence,” **applicants should cite the supporting study or studies that meet the conditions in the definition of “promising evidence”** and provide a working URL link to the study or studies cited, as indicated in the ED Evidence Form. 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. In addition, applicants should also consider how the cited promising evidence studies can be incorporated into their evaluation plan to produce evidence of project effectiveness.

Resources on creating a logic model are included in the NIA, posted on Grants.gov, and in this PowerPoint.

DEMONSTRATES A RATIONALE AND PROMISING EVIDENCE STANDARDS

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

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

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

Be sure to include baseline data!!!

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

The extent to which--

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

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

The extent to which--

- (1) Procedures for managing the project are likely to ensure efficient and effective project implementation (up to 5 points); and
- (2) The project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer (up to 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). **NEW!!**

F. Quality of Key Personnel

(Total: Up to 5 points)

The extent to which--

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

G. Quality of Evaluation Plan

(Total: Up to 10 points)

The extent to which--

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

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

H. Budget

(Total: Up to 4 points)

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

**A detailed budget justification for all 5 years of the project per line item (Personnel, Fringe, Travel, etc.) must be provided in the Budget Narrative section, and an overall summary budget for the project must be outlined on the ED 524 Budget Form within the application.*



COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1: Rural Applications

(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).

In its response and the abstract, an applicant must include the relevant NCES locale code of the IHE and/or campus(es) proposed to serve with a rural setting by searching at **the NCES Locale Lookup webpage**. Enter the zip code of the campus address, click the magnifying glass, and then click on the button that appears on the map. In the left-hand corner, “Locale” box will update with the corresponding locale code for that address. Additional information on locale codes and classifications may be found at **<https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries>**.

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

NOTE: In its response and the abstract, an applicant that addresses Competitive Preference Priority 2 must affirm in the abstract that it has not had an active discretionary grant under the DHSI program for the past 5 years.

WHO QUALIFIES AS A NEW APPLICANT UNDER CPP2?

- ▶ A “new” applicant is an applicant who has not had an active grant either individually or as part of a consortium or group application under the DHHS program within the last 5 years. For purposes of this competition, an applicant may not have served as a lead applicant, a fiscal agent, nor as a member of a group application that was funded under the DHHS program.
- ▶ With respect to “the last 5 years,” an applicant that has had an active grant on or after July 3, 2020, would not be eligible for CPP points. This would include applicants with grant projects on a no-cost time extension year (or portion thereof).
- ▶ You must include a statement to this effect as part of your response to the priority and in the abstract of the application as part of your application package.



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.



Performance Measures

(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.

PERFORMANCE MEASURES FOR THE DHSI PROGRAM



YOUR PERFORMANCE MEASURES- WHAT TO CONSIDER

Each year you will submit an Annual Performance Report (APR) that will provide information to track and evaluate progress based on your project-specific measures and any DHSI program performance (GPRA) measures that you include.

Consider the DHSI program's performance measures as you develop your project-specific measures and design your evaluation plan.

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



Applying using Grants.gov

2025 Grant Application

Opportunity Number: ED-GRANTS-060325-003

www.Grants.gov



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Informative status

Reminder: Federal financial assistance award recipients are a crucial part of safeguarding Federal funds and maintaining a secure cyber environment. Check out our [latest blog post](#) to learn more.

Your Team. Your Workspace.

Applying for a funding opportunity is easier and more efficient when your team collaborates. Grants.gov Workspace makes it



SEARCH GRANTS



BASIC SEARCH CRITERIA:

Keyword(s):

Opportunity
Number:

Assistance Listings:

Search

OPPORTUNITY STATUS:

☒ Forecasted (0)

☒ Posted (1)

[Search Tips](#) [Export Detailed Data](#)

SORT BY:

Posted Date (Descending)



Update
Sort

DATE RANGE:

All Available



Update Date
Range

Opportunity Number	Opportunity Title	Agency	Opportunity Status	Posted Date	Close Date
ED-GRANTS-060325-003	Applications for New Awards; Developing Hispanic-Serving Institutions Program	ED	Posted	06/03/2025	07/03/2025



General Information



Document Type:	Grants Notice	Version:	Synopsis 3
Funding Opportunity Number:	ED-GRANTS-060325-003	Posted Date:	Jun 03, 2025
Funding Opportunity Title:	Applications for New Awards; Developing Hispanic-Serving Institutions Program	Last Updated Date:	Jun 03, 2025
Opportunity Category:	Discretionary	Original Closing Date for Applications:	Jul 03, 2025 Applications Available: June 3, 2025. Deadline for Transmittal of Applications: July 3, 2025.
Opportunity Category Explanation:		Current Closing Date for Applications:	Jul 03, 2025 Applications Available: June 3, 2025. Deadline for Transmittal of Applications: July 3, 2025.
Funding Instrument Type:	Grant	Archive Date:	Aug 02, 2025
Category of Funding Activity:	Education	Estimated Total Program Funding:	\$ 66,944,786



Information: Education Program Specialist
E-mail: margarita.melendez@ed.gov
Phone: 202-987-0408

Who Can Apply: Organization Applicants

PACKAGE FORMS:

[Download Instructions](#)

Mandatory Forms

(Click to Preview)

[Application for Federal Assistance \(SF-424\) \[V4.0\]](#)
[Grants.gov Lobbying Form \[V1.1\]](#)
[ED General Education Provisions Act \(GEPA\) 427 Form \[V2.0\]](#)
[ED SF424 Supplement \[V4.0\]](#)
[ED Abstract Form \[V1.1\]](#)
[Project Narrative Attachment Form \[V1.2\]](#)
[Evidence Form \[V2.0\]](#)
[Budget Narrative Attachment Form \[V1.2\]](#)
[U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS \[V1.4\]](#)
[Other Attachments Form \[V1.2\]](#)

Optional Forms

(Click to Preview)

[Disclosure of Lobbying Activities \(SF-LLL\) \[V2.0\]](#)



Application for Federal Assistance SF-424		
* 1. Type of Submission:		
<input type="checkbox"/> Preapplication		
<input type="checkbox"/> Application		
<input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application:		
<input type="checkbox"/> New		
<input type="checkbox"/> Continuation		
<input type="checkbox"/> Revision		
* If Revision, select appropriate letter(s):		
<input type="text"/>		
* Other (Specify):		
<input type="text"/>		
* 3. Date Received:		
Completed by Grants.gov upon submission.		
4. Applicant Identifier:		
<input type="text"/>		
Sa. Federal Entity Identifier:		Sb. Federal Award Identifier:
<input type="text"/>		<input type="text"/>
State Use Only:		
6. Date Received by State:		7. State Application Identifier:
<input type="text"/>		<input type="text"/>
8. APPLICANT INFORMATION:		
* a. Legal Name:		
<input type="text"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. UEI:
<input type="text"/>		<input type="text"/>
d. Address:		
* Street1:		
<input type="text"/>		
Street2:		
<input type="text"/>		
* City:		
<input type="text"/>		
County/Parish:		
<input type="text"/>		
* State:		
<input type="text"/>		
Province:		
<input type="text"/>		
* Country:		
<input type="text" value="USA: UNITED STATES"/>		
* Zip / Postal Code:		
<input type="text"/>		
e. Organizational Unit:		
Department Name:		Division Name:
<input type="text"/>		<input type="text"/>
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:		* First Name:
<input type="text"/>		<input type="text"/>
Middle Name:		
<input type="text"/>		
* Last Name:		
<input type="text"/>		
Suffix:		
<input type="text"/>		
Title:		
<input type="text"/>		
Organizational Affiliation:		
<input type="text"/>		
* Telephone Number:		Fax Number:
<input type="text"/>		<input type="text"/>
* Email:		
<input type="text"/>		

Application for Federal Assistance SF-424

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

* 12. Funding Opportunity Number:

* Title:

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments





U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008
Expiration Date: 8/31/2026

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

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

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No.
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: / / To: / / (mm/dd/yyyy)
Approving Federal agency: ☐ ED ☐ Other (please specify): The Indirect Cost Rate is %
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:
☐ Is included in your approved Indirect Cost Rate Agreement? Or ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %

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

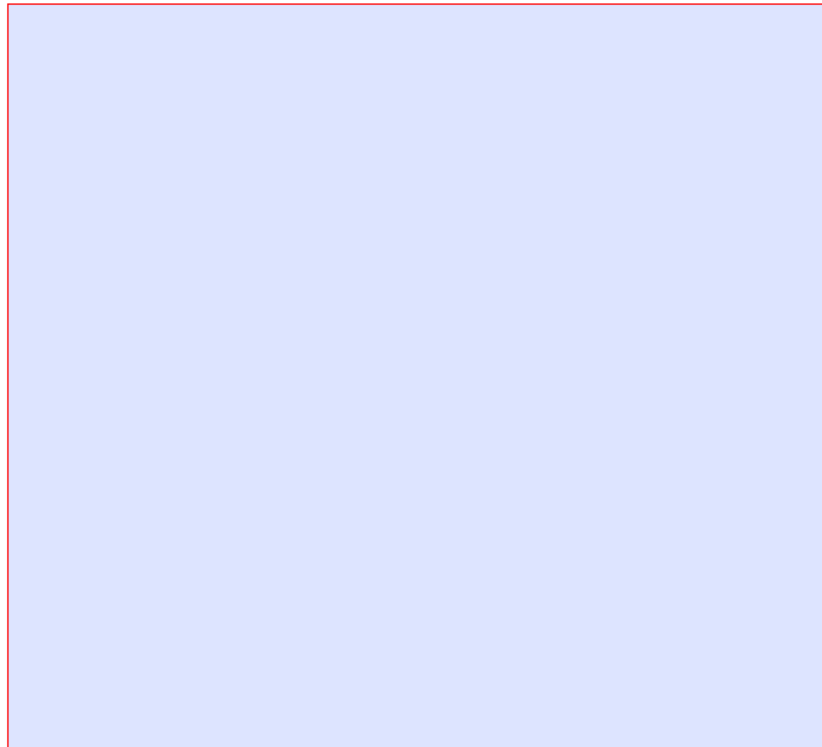
**NOTICE TO ALL APPLICANTS:
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM
BENEFICIARIES**

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING
INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO
RECEIVE FUNDING UNDER THIS PROGRAM.**

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.



**THE GEPA 427 HAS BEEN REVISED. FOR ASSISTANCE WITH COMPLETING THIS
FORM, PLEASE VIEW [THIS TRAINING VIDEO](#).**



U.S. Department of Education
Evidence Form

OMB No.
1894-0001 Exp.
07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings

Instructions for Evidence Form

1. Level of Evidence. Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
2. Citation and Relevance. Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation. For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

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

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

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

* Attachment:

Add Attachment

Delete Attachment

View Attachment



Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)



Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)



Developing Hispanic-Serving Institutions Program Profile Form

INSTRUCTIONS: ALL applicants must complete and submit this profile form. You may copy or recreate this form, but do not amend or modify the required information or format. Please complete all sections of this form. Upon completion, upload this document in .pdf format to the "Other Attachments Form" in Grants.gov.

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

Institution/Campus OPE ID#:

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 ☐

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

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 – Applicants must include the mandatory DHSI Project Profile Form here. 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

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

DEVELOPING A COMPETITIVE GRANT APPLICATION

Dedicate time and effort to the **Comprehensive Development Plan (CPD)** selection criterion, which is the heart of your application. The CDP is part of the Title V statute and regulations and does not change from year to year. **In collaboration with your major stakeholders, you must conduct an analysis of your institution's strengths and weaknesses regarding academic programs, institutional management, and fiscal stability.** This analysis must be accompanied by a 5-year plan to address the weaknesses. Focus on strengthening your academic programming, as well as your financial and administrative management and fiscal stability, in addition to physical and virtual (technological) infrastructure, for lasting change. An endowment fund may be established.

DEVELOPING A COMPETITIVE GRANT APPLICATION

- Consider addressing challenges or issues that your institution will have to resolve regardless of grant funding and use **analysis and evaluation** to identify institutional challenges or issues, focusing on the most well-analyzed challenges or issues that confront your IHE
- The Selection Criteria for **Project Design** (logic model and evidence studies), **Activity Objectives**, and **Implementation Strategy** are built directly on the CDP, so devote the greatest amount of time and effort to developing a competitive CDP, and the rest of the proposal will fall into place.

DEVELOPING A COMPETITIVE GRANT APPLICATION

- Identify **goals** for your proposed project, especially how they will focus on Hispanic student academic and career success
- Incorporate 1 or more of the **Secretary's Competitive Preference Priorities** into your project design
- Analyze every proposed **activity** to ensure that it is attainable, meaningful, and measurable
- Consider the DHSI program's (GPRA) **performance measures** when developing your project-specific objectives and designing your evaluation plan

DEVELOPING A COMPETITIVE GRANT APPLICATION

- Design activities and services that are manageable, appropriate for your population, support your IHE's identified challenges, and are **evidence-based**
- Choose **metrics and evaluation** methods that will produce evidence about the project's effectiveness (SMART [specific, measurable, achievable, relevant, and time-bound] objectives tied to goals)
- Know your **budget** and ensure that all costs are allowable (2CFR 200.403), allocable (2CFR 200.405), and reasonable (2CFR 200.404) (for more information, including the Cost Principles, visit ED's Uniform Guidance webpage)

DEVELOPING A COMPETITIVE GRANT APPLICATION

- Have in place or plan to hire **well-qualified and experienced key personnel** (especially the Project Director, Project Manager or Activities Director, and Evaluator) that will dedicate sufficient time to successful management of the project
- Consider the Knowledge, Skills, and Abilities (KSAs) of the project staff you will need and include an **organizational chart** in the application
- Make sure you have the **support of senior leadership** at your IHE

DEVELOPING A COMPETITIVE GRANT APPLICATION

- Ensure that your project narrative is **well-documented and researched**; include citations/references, where appropriate, and use the highest level of evidence that makes sense for your project
- Present a **well-organized, visually appealing** application that conform to the page limit and follows the outline of the Selection Criteria in the Notice
- Design your project with a competitive **internal controls systems**, including frequent monitoring and a sound financial management plan
- Emphasize how your project, if funded, will make lasting change at your IHE by thoughtfully incorporating strategies for **institutionalization** of project impacts

LOGISTICAL ADVICE

- Make sure you are properly registered in the **Grants.gov** system, your Authorized Organizational Representative (AOR) profile is current, and you are applying to the correct Grant Opportunity Number.
- Ensure that your IHE's **Unique Entity Identifier (UEI)** is up-to-date and registered in SAM. See here for more information on the transition from the DUNS numbers to the UEIs.
- Become familiar with the Department's grant application process. Review the How to Apply for an ED Grant brochure.
- Submit your grant application EARLY!

Developing a Competitive Grant Application (Evaluation)

- Your project design should inspire your evaluation methods.
- **Use your logic model as a guide to design your evaluation plan.**
- Your evaluation methods should produce **evidence** regarding the project's effectiveness about outcomes associated with project activities.
- **Include your evaluator in your project planning/management team.**
- Identify **outputs** that will provide formative data to help you achieve substantial progress during your grant.
- Identify **outcomes** for each year that will provide benchmarks on the success of your grant. Be sure to:
 - Quantify when possible;
 - **Establish baseline data for your objectives**; and
 - Set meaningful outcomes and goals.
- Use the identified **performance measures** (project-specific and DH20 program measures) to build your project assessments.

1

Demonstrates a rationale:

means a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.

2

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.

3

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 a WWC practice guide or intervention report or a single study reviewed by the Department

EVIDENCE DEFINITIONS USED IN TITLE V PROGRAMS

NOTE: THESE DEFINITIONS ARE AN ABBREVIATED VERSION OF THE COMPLETE DEFINITIONS IN EDGAR. FOR THE FULL DEFINITIONS, PLEASE SEE 34 CFR PART 77.

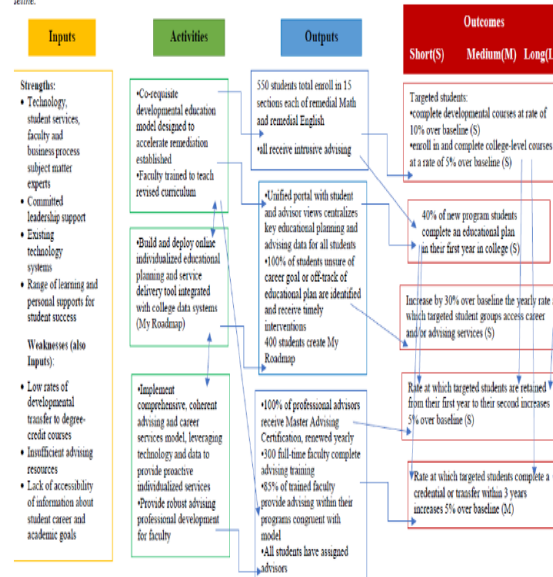
Use logic models to meet the evidence standard and to innovate

- When you create a logic model, you are creating a **visual representation** of your project. This visual representation includes any activity, strategy, intervention, process, product, practice, or policy included in your project.
- When **logical relationships** are built on theory and evidence, you can explore outputs, outcomes, and impact that would best serve your project.
- By responding to the Demonstrates a Rationale evidence tier through your logic model, you have the opportunity to **innovate** and test new research in promising practices.

Sample Logic Model

Logic Model

Overall Outcome Goal: To increase developmental education completion by 40%; student persistence by 5%; graduation by 5% and transfer rates by 5% over the baseline.



Impacts:

- Increased enrollments and tuition revenue
- Sustainable IT infrastructure
- Institutionalized Faculty Advising
- More efficient use of advising resources
- Improved access and success for low-income and underrepresented students
- Transformed delivery of developmental education

Start thinking about your logic model now

To establish that their projects “demonstrate a rationale,” applicants must use a logic model (as defined in this notice) and identify research or evaluation findings suggesting that a key project component is likely to improve relevant outcome. To establish that their projects are supported by “promising evidence,” applicants should cite the supporting study or studies that meet the conditions in the definition of “promising evidence” and attach the study or studies as part of the application attachments (or provide a live URL). 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.

ADDITIONAL RESOURCES

- ❑ Logic Models: Theory and Fundamentals (video)
- ❑ Logic Models 101 (video)
- ❑ What Makes a Good Logic Model (video)

WHAT WORKS CLEARINGHOUSE (WWC)

Find What Works

Search the WWC and access
find the information you need
decisions in your classroom

- ▶ Mission of WWC is to be a central and trusted source of scientific evidence for what works in education.
- ▶ Examines research about interventions that focus on improving educationally relevant outcomes, including those for students and educators.
- ▶ The systematic review of educational studies is the core of its work.
- ▶ THIS IS YOUR MAIN SOURCE OF EVALUATION AND EVIDENCE INFORMATION RELATED TO YOUR ED-FUNDED GRANTS.
- ▶ Link is here:
www.ies.ed.gov/ncee/wwc/

EVALUATION & EVIDENCE RESOURCES

- ▶ [Institute of Education Science \(IES\)](#)
- ▶ [National Center for Education Statistics \(NCES\)](#)
- ▶ [Integrated Postsecondary Education Data System \(IPEDS\)](#)
- ▶ [What Works Clearinghouse \(WWC\)](#)
- ▶ [National Library of Education](#)





Resources



Institutional Service, Group C

<https://www.ed.gov/about/ed-offices/oie/hispanic-serving-institutions-division--home-page>



DHSI Program

<https://www.ed.gov/grants-and-programs/grants-special-populations/grants-hispanic-students/developing-hispanic-serving-institutions-program--title-v>



Eligibility Information

Ms. Nemeka Mason-
Clerc at
Nemeka.Mason@ed.gov

Webpage

<https://www.ed.gov/grants-and-programs/grants-higher-education/eligibility-designations-higher-education-programs>



Final Tips for Applicants



FINAL TIPS

DHSI FY 2025 Competition:

Application Deadline

July 3, 2025 (Thursday)

11:59:59 PM Eastern Time

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



Thank you! Please email your questions to hsi@ed.gov.