

Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA)

FY2024 Grant Competition
Applicant Resource

FY2024

PPOHA
84.031M Grant Program

This program provides grants to institutions of higher education (IHEs) to **expand postbaccalaureate educational opportunities** for, and improve the academic attainment of, Hispanic students; and expand the postbaccalaureate academic offerings, as well as **enhance the program quality**, at IHEs that are educating the majority of Hispanic college students. The Department, as expressed in Invitational Priorities, is also particularly interested in improving the Hispanic Ph.D. pipeline through collaboration, supporting the Hispanic Educator pipeline, and increasing Hispanics in Science, Technology, Engineering, and Mathematics (STEM).

Eligible: IHEs that offer a postbaccalaureate certificate or degree program and qualify as an eligible Hispanic Serving Institution (HSI). An eligible IHE must also have an enrollment of needy students and have average and general expenditures that are low (per full time equivalent undergraduate student).*

Funding: The Department estimates making 10-12 awards in FY 2024. For individual applications, the maximum award is $600,000 for each 12-month budget period for up to 5 years for a total of **$3,000,000**. For consortium applications, the maximum award is $1,500,000 for each 12-month budget period for up to 5 years for a total of **$7,500,000**.



*Please refer to the Notice Inviting Applications (NIA) for full explanation of eligibility requirements and resources.

This document is a brief summary of the PPOHA program and application requirements. Do not rely solely on the information in this document for guidance. Please refer to the Notice Inviting Applications (NIA) and the program regulations published in the Federal Register for additional information, as these are the official documents governing the competition.

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Absolute Priority

The PPOHA program has one absolute priority. Applications must meet this priority to be considered for funding.

Absolute Priority: Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources

Expand academic offerings that prepare postbaccalaureate students by…

Developing or enhancing current course offerings in existing postgraduate degree, certificate, or credentialing programs

Establishing new postgraduate degree, certificate, or credentialing programs.

Partnerships

Additionally, applicants are encouraged to form partnerships with other Hispanic-Serving Institutions (HSIs) and non-HSI IHEs that may assist the applicant IHE in leveraging resources and opportunities for apprenticeships, internships, workplace learning, or similar experiences for students.



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Evidence

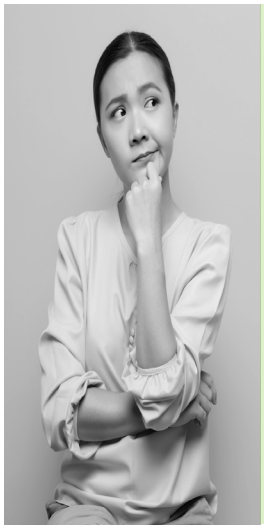
Evidence

The quality of the project design will be judged on the extent to which the **project demonstrates a rationale** and the extent to which it is supported by **promising evidence**. Points are available for both tiers as noted on page 6 of this document.

Evidence Tiers

Demonstrates a rationale	Promising Evidence	Moderate Evidence	Strong Evidence
Based on high quality **research findings** or **positive evaluation** that it is likely to improve student outcomes	As shown by an experimental study, quasi-experimental study, or a well designed and executed correlational study*	As shown by a well designed and quasi-experimental study	As shown by a well designed and executed experimental study
Are research supported innovations designed to improve an outcome	Are associated with improvement in an outcome	Are associated with improvement in an outcome	Caused improvement in an outcome

Note that the research cited to address the "promising evidence" criterion can be the same research provided to demonstrate a rationale.



How Can I Find Qualifying Evidence?

A good starting place is the Institute of Education Sciences' What Works Clearinghouse (WWC). Evidence from WWC gives you information on the evidence tier, making it simpler to understand if it meets the requirements for Early-Phase projects.

- Finding Evidence on What Works Clearinghouse Webinar.
- Review the What Works Clearinghouse to determine if there is an intervention report, practice guide, or individual study that has already been reviewed

Evidence does not have to already exist in WWC **to be cited in an application for this program.** See below for additional resources that may be helpful in finding relevant evidence:

- ERIC - a comprehensive, easy-to-use, searchable, Internet-based database of education research and information.
- National Library of Education- serves as the Federal government's primary education information resource to the public, education community, and other government agencies.

*Note: Please see NIA for full explanation. Promising evidence can also come from a WWC practice guide reporting strong or moderate evidence base or an intervention report from WWC reporting positive or potentially positive effect.

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Logic Models

Logic Model

To establish that a project demonstrates a rationale, applicants must also include a logic model. Logic models reveal the relationships among **inputs (resources/activities)**, **outputs**, and **outcomes**. When these components are depicted as a sequence of events, the resulting display reflects the logic underlying the program—thus, the term "logic model". An **example** is provided below.

Resources	Activities	Outputs	Short-term outcomes	Mid-term outcomes	Long-term outcomes
Center for Teaching and Learning experience delivering customized faculty development	*Faculty Learning Communities (FLC)* for inclusive teaching tools, equitable learning strategies, and integration of workplace skills	50 FLC faculty portfolios (10/yr) with evidence of implementation of inclusive teaching strategies and workplace skill development in 50 courses	Increased faculty knowledge & use of active learning, equitable assessments, accessible technology, & Open Educational Resources	Increased use of active learning and inclusive teaching strategies	Increased student access & engagement in STEM courses
Access to data dashboards on student success & equity gaps at the course level	*STEM Summer Teaching Institutes* to examine systematic inequities in STEM course curriculum, employment, industry partnerships, and career pathways	Annual 1-week institute with 5 STEM & 5 consultation faculty/yr	Increased faculty knowledge of course equity gaps & STEM workforce skills	Increased use of low or no cost curricular materials	Increase course pass rates & reduction of course level equity gaps
Experience with student success data analytics, equity, Quality Matters Peer Review & Certification, OER, & assessment	*Course redesign for equity mini grants* – two-year grants for STEM gateway courses; one-year grants for data science	25 Teaching Institute faculty Portfolios	Implemented peer led learning, inquiry-based instruction or Quality Matters course design	More standards-based assessment than norm-based grading	Increased number of Hispanic and low-income students in STEM degrees
Faculty research knowledge on Peer Led Team Learning, Inquiry Based Learning, and Service Learning		Redesigned courses: Calc I & II, Physics 11A, Engr 30 & 124, Stat 1, DS101 with evidence based, data informed equity practices, reaching 2400 students/yr	Students develop leadership, project management, and communication skills	Increased STEM courses with learning outcomes aligned with employer needs	Reduction of STEM graduation equity gaps
Internship network: Career Center, Community Engagement Center, Service Learning, NSM and ECS Student Success Centers		STEM courses with explicit workplace skill outcomes	Students connect to the STEM community	More faculty working with employers	Data Science degree and certificate pathways developed
University relationships with local employers		Applied Data Science course (DS 101) and certificate pathways that align with employer needs and degree programs	Faculty develop culturally responsive activity modules for redesigned courses	Increased pass rates and reduction of equity gaps in gateway STEM courses	More employers provide students with STEM internships
			Faculty develop inclusive project-based assessments and implement OER materials	Increased persistence of Hispanic and low-income students	STEM faculty and students consult on STEM projects that serve local employers and communities
				Students develop a STEM identity	
				Increased number and diversity of students in Data Science courses	
				Faculty & student capacity to provide employers with Data Science services	



Where can I find more information about logic models?

The PPOHA program team has a recorded webinar on logic models here. This is a good starting point to help with understanding the basics on logic models and expectations for applying logic models to the PPOHA application.

Graphic Source: PPOHA Logic Model Part 1: Theory and Fundamentals Webinar, Example of Funded Project (HSI Stem Program)

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Selection Criteria

The application will be awarded based on applicants responding to the absolute priority requirements, two optional competitive preference priorities and eight selection criteria, described below.

Competitive Priorities

Meeting Student Social, Emotional, and Academic Needs

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students

(Up to 10 points)

Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success

Projects that are designed to increase access, affordability, completion, and success for underserved students by supporting the development and implementation of high-quality and accessible learning opportunities

(Up to 5 points)

Selection Criteria

Comprehensive Development Plan: The extent to which (1) strengths, weaknesses, and significant problems related to academic programs, institutional management, and fiscal stability are comprehensively analyzed (2) goals are realistic and based on comprehensive analysis (3) objectives are measurable, related to goals, and will contribute to growth and self sufficiency (4) plan describes methods and resources institution will use (5) 5-year plan describes how applicant will improve services to Hispanic and other low-income students.	**25 points**
Project Design: the extent to which the proposed project (1) demonstrates a rationale (10 points) and (2) is supported by promising evidence (5 points).	**15 points**
Activity Objectives: the extent to which the objectives for each activity are (1) realistic and defined in terms or measurable results (2) directly related to the problems to be solved and goals of the comprehensive development plan	**10 points**
Implementation Strategy: the extent to which (1) implementation strategy for each activity is comprehensive (2) rationale for implementation strategy is clearly described and supported by results of relevant studies or projects (3) timetable is realistic and likely to be attained	**20 points**
Project Management Plan: extent to which (1) procedures for managing the project are likely to ensure efficient and effective implementation (2) project coordinator and activity directors have sufficient authority to conduct project effectively.	**8 points**
Key Personnel: extent to which (1) past experience and training of key personnel are directly related to stated objectives (2) time commitment of key personnel is realistic	**4 points**
Evaluation Plan: the extent to which (1) data and collection procedures are clearly described and appropriate to measure objectives and goals (2) data analysis procedures are clearly described and likely to produce formative and summative results (3) methods of evaluation will produce promising evidence about the projects effectiveness	**14 points**
Budget: extent to which the proposed costs are necessary and reasonable in relation to the project's objectives and scope	**4 points**

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FAQs & Resources

Common Questions

When is the application due?

The application is due May 13, 2024.

Your application must be fully uploaded and submitted in the Grants.gov system no later than 11:59:59 p.m., Eastern Time, on the application date.

Where can I find the application package?

You may access the electronic grant applications at www.grants.gov. You may search for the downloadable application package for this competition using 84.031M.

Where should I look if I need more assistance?

You can always visit the program website, linked below. Specifically, the full FAQs page may be a useful resource. You can also email the PPOHA program inbox at PPOHA@ed.gov or contact Margarita Meléndez (below).

Resources & Contact

Program Website

Notice Inviting Applications (NIA)

Point of Contact:

Margarita L. Meléndez, Program Lead
Margarita.Melendez@ed.gov
202-987-0408

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