U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education

Washington, D.C. 20202

https://www2.ed.gov/programs/ppoha/index.html

Fiscal Year 2024

Application for Grants under the Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program

ALN: 84.031M

Form Approved

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CLOSING DATE: 05/13/2024

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF POSTSECONDARY EDUCATION

March 14, 2024

Dear Applicant:

Thank you for your interest in applying for a grant under the fiscal year (FY) 2024 Title V, Part B, Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) 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 PPOHA program.

Please be sure to thoroughly review the entire application package for information concerning the PPOHA 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 PPOHA Program grant application. You should not rely upon any other information that is inconsistent with the NIA.

This year's competition includes one absolute priority, two competitive preference priorities for which applicants may receive up to 15 additional points depending on how well the application meets these priorities, and three invitational priorities. 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 Notice Inviting Applications (NIA). Additionally, through this competition, we hope to build evidence of promising practices, as well as build upon developed practices and strategies of effectiveness that are relevant to the purpose of this program.

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 7, 2022 (87 FR 75045), and available at http://www.federalregister.gov/d/2022-26554.

Additional information on the PPOHA program is available on the Department's website at https://www2.ed.gov/programs/ppoha/index.html.

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

Sincerely,

/s/

Nasser H. Paydar
Assistant Secretary for Postsecondary Education

Competition Highlights

1. Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) program grant applications for FY 2024 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 7, 2022 (87 FR 75045), and available at www.federalregister.gov/d/2022-26554 which contain information on how to submit an application.

2. The application deadline is 05/13/2024, 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 and Cooperative Arrangement Development Grants. For this competition, an eligible IHE may not submit more than one Individual Development Grant application, be the lead applicant for more than one Cooperative Arrangement Development Grant, or submit an Individual Development Grant application and be the lead applicant for a Cooperative Arrangement Development Grant application in this competition. A grantee with an Individual Development Grant or a Cooperative Arrangement Development Grant may be a partner in one or more Cooperative Arrangement Development Grants. The lead institution in a Cooperative Arrangement Development Grant must be an eligible institution.

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 up to ten (10) additional points for responding to Competitive Preference Priority 1 and up to five (5) 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 15 additional points. There are three Invitational Priorities for this competition. You are encouraged, but not required, to address one or more of these priorities. No additional points will be awarded if you address one or more of these priorities.

8. All applicants are encouraged to limit the Project Narrative portion of the application to no more than 55 pages for an Individual Development Grant and no more than 65 pages for a Cooperative Arrangement Development Grant.

9. A current grantee under the PPOHA 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.

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

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

12. Pre-application workshops 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 Margarita.Melendez@ed.gov if more information is needed.

Revised 12/2022

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 Department of Education.

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: http://www.grants.gov/web/grants/applicants/applicant-faqs.html#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/web/grants/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 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/web/grants/applicants/adobe-software-compatibility.html.

    b. Mandatory Fields in Forms: In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.

c. Complete SF-424 Fields First: The forms are designed to fill in common required fields across other forms, such as the applicant name, address, and Unique Entity Identifier (UEI) Number. Once it is completed, the information will transfer to the other 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/web/grants/applicants/applicant-training.html.

Helpful Reminders

1) **REGISTER EARLY** – Grants.gov registration involves many steps including registration on SAM (www.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 database by an applicant. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. Please note that once your SAM registration is active, it will take 24-48 hours for the information to be available in Grants.gov, and before you can submit an application through Grants.gov. For detailed information on the Registration Steps, please go to: http://www.grants.gov/web/grants/register.html. Please note that your organization will need to update its SAM 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 is available at www.SAM.gov. To further assist you with registering in SAM or updating your existing SAM 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 a number of 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 at the time your organization registers in SAM. If you do not enter the UEI assigned by SAM 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 of Education 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: http://www.grants.gov/web/grants/applicants/encountering-error-messages.html. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at: http://www.grants.gov/web/grants/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.

Submission Problems – What should you do?

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: mailto:support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants.

We discourage 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. If you submit your prior written 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 (See the 2022 Common Instructions for detailed instructions regarding this procedure).

Helpful Hints When Working with Grants.gov

Please go to http://www.grants.gov/web/grants/support.html 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: http://www.grants.gov/web/grants/applicants/applicant-faqs.html as well as additional information on Workspace at https://www.grants.gov/web/grants/applicants/applicant-faqs.html#workspace.

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 Federal Register notice for detailed instructions and the 2022 Common 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; Promoting Postbaccalaureate Opportunities for Hispanic Americans 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) 2024 for the Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program, Assistance Listing Number (ALN) 84.031M. This notice relates to the approved information collection under OMB control number 1894-0006.

DATES:

Applications Available: March 14, 2024.

Deadline for Transmittal of Applications: May 13, 2024.

Deadline for Intergovernmental Review: July 12, 2024.

Deadline for Optional Notice of Intent to Apply: May 3, 2024.

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 7, 2022

(87 FR 75045) and available at https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs.

FOR FURTHER INFORMATION CONTACT: Margarita L. Meléndez, U.S. Department of Education, 400 Maryland Avenue, SW, room 5C125, 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 purposes of the PPOHA Program are to: (1) expand postbaccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and (2) expand the postbaccalaureate academic offerings, as well as enhance the program quality, at the institutions of higher education (IHEs) that are educating the majority of Hispanic college students and helping large numbers of Hispanic and low-income students complete postsecondary degrees.

Background: In the fall of 2021, there were approximately 2.8 million U.S. resident students enrolled at the postbaccalaureate

level in degree-granting institutions.[1] Of those students, 60 percent were White and only 13 percent were Hispanic.[2] Furthermore, in 2021, White students received 62.4 percent and 63.4 percent of master's and doctoral degrees, respectively, and Hispanic students received 12.7 percent and 9.7 percent of master's and doctoral degrees, respectively.[3]

Hispanic students who enroll and attain credentials beyond a bachelor's degree have increased employment options, which provides the potential for greater financial returns.[4] In 2021, for example, 49% advanced degree holders earned $100,000 or more, as compared to 7 percent of high school graduates and 35 percent of those whose highest attainment was a bachelor's degree.[5]

A critical component of student success and college completion for Hispanic students is engagement with diverse faculty members who can serve as mentors.[6] The impact of the characteristics, insights, and perspectives of diverse faculty

[1] National Center for Education Statistics. (2023). Postbaccalaureate Enrollment. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences.
[2] Ibid.
[3] National Center for Education Statistics (2023). Fast Facts: Degrees conferred by race/ethnicity and sex. U.S. Department of Education, Institute of Education Statistics.
[4] Schak, J.O. and Nichols, A.H.(2017). Education Trust. Degree Attainment for Latino Adults: National and State Trends.
[5] Ma, J. and Pender, M. (2023). College Board. "Education Pays 2023: The Benefits of Higher Education for Individuals and Society."
[6] Contreras, F., and Contreras, J.G. (2015). Journal of Hispanic Higher Education. "Raising the Bar for Hispanic Serving Institutions: An Analysis of College Completion and Success Rates."

has been shown to enhance the teaching, research, and service missions of institutions of higher education.[7] Diverse faculty increase opportunities for students to encounter readings and research relevant to underrepresented groups.[8] Increasing Latino faculty has been found to play a critical role in Latino student retention and climate.[9] In addition, the presence of diverse faculty enhances the college experience by providing a more enriching college experience and a more supportive racial climate to ensure student success.[10] Despite the many benefits of faculty diversity, in the fall of 2021, only six percent of full-time faculty at degree-granting postsecondary institutions were Hispanic,[11] while the enrollment rate of Hispanic undergraduate and graduate students was 33 percent.[12]

Hispanic adults are also currently underrepresented in the STEM workforce. Hispanic or Latino workers represented 15 percent of the total STEM workforce in 2021,[13] compared to 18

[7] Milem, J.F. (2003). Compelling Interest. "The Educational Benefits of Diversity: Evidence from Multiple Sectors."
[8] Ibid.
[9] Contreras, F., and Contreras, J.G. (2015). Journal of Hispanic Higher Education. "Raising the Bar for Hispanic Serving Institutions: An Analysis of College Completion and Success Rates."
[10] Milem, J.F. (2003). Compelling Interest. "The Educational Benefits of Diversity: Evidence from Multiple Sectors."
[11] Fast Facts (2023): Race/ethnicity of college faculty (ed.gov).
[12] National Center for Education Statistics. (2023). College Enrollment Rates. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences.
[13] Diversity and STEM: Women, Minorities, and Persons with Disabilities (2023). National Science Foundation.

percent of the total labor workforce.[14] According to labor market data from the Federal Reserve Bank of New York, students who graduate with degrees in the STEM disciplines generally are paid more than students who graduate with non-STEM degrees.[15] The growth in STEM jobs is expected to outpace that of non-STEM jobs in the future.[16]

To this end, this competition includes an absolute priority focused on expanding the number of Hispanic and other underrepresented graduate and professional students served by the applicant institution, or the institutions that are part of the cooperative agreement application, through expanded courses and institutional resources. In responding to this absolute priority, applicants should demonstrate how they will expand academic offerings that prepare postbaccalaureate students for the workforce by developing or enhancing current course offerings in existing postgraduate degree, certificate, or credentialing programs or by establishing new postgraduate degree, certificate, or credentialing programs. 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

[14] Labor force characteristics by race and ethnicity (2021). BLS Reports: U.S. Bureau of Labor Statistics.
[15] Federal Reserve Bank of New York, February 2023.
[16] Pew Research Center. (2021). "STEM Jobs See Uneven Progress in Increasing Gender, Racial and Ethnic Diversity."

opportunities for apprenticeships, internships, workplace learning, or similar experiences for students.

This competition also includes two competitive preference priorities focused on meeting students' holistic needs and providing flexible, high-quality, and accessible learning opportunities, and three invitational priorities that support increasing the number of Hispanic doctoral candidates and graduates through collaboration, increasing the number of Hispanic educators, and increasing the number of Hispanics prepared for the STEM workforce.

Priorities: This notice contains one absolute priority, two competitive preference priorities, and three invitational priorities. In accordance with 34 CFR 75.105(b)(2)(v), the absolute priority is from allowable activities specified in the statute (see section 503(b)(14) of the Higher Education Act of 1965, as amended (HEA), 20 U.S.C. 1101b). The competitive preference priorities are from the Secretary's Supplemental Priorities and Definitions for Discretionary Grants Programs, published in the *Federal Register* on December 10, 2021 (86 FR 70612) (Supplemental Priorities).

Absolute Priority: For FY 2024 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an absolute priority. Under 34

CFR 75.105(c)(3) we consider only applications that meet this priority.

The priority is:

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.

Competitive Preference Priorities: For FY 2024 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 15 points to an application, depending on how well the application meets each of these priorities. Applicants may respond to one or both priorities, for a total of up to 15 additional points.

These priorities are:

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

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through one or both of the following areas:

(a) Creating education or work-based settings that are supportive, positive, identity-safe and inclusive with regard to race, ethnicity, culture, language, and disability status,

through supporting students to engage in real-world hands-on learning that is aligned with classroom instruction and takes place in community-based settings, such as apprenticeships, pre-apprenticeships, work-based learning, and service learning, and in civic activities, that allow students to apply their knowledge and skills, strengthen their employability skills, and access career exploration opportunities. (up to 2 points)

(b) Creating a positive, inclusive, and identity-safe climate at IHEs through one or both of the following activities:

(1) Implementing evidence-based practices for advancing student success for underserved students. (up to 4 points)

(2) Providing evidence-based professional development opportunities designed to build asset-based mindsets for faculty and staff on campus and that are inclusive with regard to race, ethnicity, culture, language, and disability status. (up to 4 points)

Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success (up to 5 points).

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

learning opportunities that are accelerated or hybrid online; credit-bearing; work-based; and flexible for working students.

Invitational Priorities: For FY 2024 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are invitational priorities. Under 34 CFR 75.105(c)(1), we do not give an application that meets these invitational priorities a competitive or absolute preference over other applications. Applicants may respond to one, two, or all priorities.

These priorities are:

Invitational Priority 1: Improving the Hispanic Ph.D. Pipeline through Collaboration.

Projects that are supported by a consortium of HSIs, including no fewer than three HSIs that award Ph.D.s, and are designed to improve the Hispanic Ph.D. pipeline and increase the number of Hispanic Ph.D.s by supporting teaching, research, and resource sharing across institutions, creating mentorship opportunities, and supporting experiential learning, as well as other high-impact practices that have demonstrated positive results for Hispanic postbaccalaureate students.

Under this priority, we are particularly interested in projects designed to address the low percentage of Hispanics who both enroll in Ph.D. programs and attain the Ph.D. degree by establishing, improving, or expanding programs that—

(a) Increase the Hispanic student pipeline for Ph.D.s;

(b) Improve the academic preparation of postbaccalaureate students through course offerings, research opportunities (including study abroad opportunities), mentorship, and learning communities;

(c) Combine traditional academic training with industry-standard specialized knowledge and skills that will improve student educational outcomes; and

(d) Evaluate the association between the consortium's activities and Ph.D. attainment by Hispanic students.

Invitational Priority 2: Supporting the Hispanic Educator Pipeline.

Projects that are designed to establish or expand entry points into the educator pipeline, to increase the number of Hispanic educators, the number of Hispanic students earning postgraduate degrees in preparation for employment as an educator, or both.

Under this priority, we are particularly interested in projects designed to establish, improve, or expand programs that address one or more of the following—

(a) Recruit racially, ethnically, and linguistically diverse educators;

(b) Retain diverse educators by strengthening support networks and providing professional development; and

(c) Combine traditional academic training with specialized knowledge and skills that will prepare students for entry into the educator profession.

Invitational Priority 3: Increasing Hispanics in Science, Technology, Engineering, and Mathematics (STEM).

Projects that are designed to increase the number of Hispanic postbaccalaureate students and educators in STEM.

Under this priority, we are particularly interested in projects designed to establish, improve, or expand programs that—

(a) Identify and implement instructional strategies, systems, and structures that improve postsecondary learning and retention that leads to completion of a master's, Ph.D. or terminal degree in STEM;

(b) Combine traditional academic training with specialized knowledge and skills through research, apprenticeships, and technology applications that will prepare students for STEM fields; and

(c) Provide pathways for entry into the STEM workforce.

Definitions: The following definitions are from 34 CFR 77.1, with the exception of "educator" and "underserved student," which are from the Supplemental Priorities. They apply to the priorities and selection criteria in this notice:

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

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.

Educator means an individual who is an early learning educator, teacher, principal or other school leader, specialized instructional support personnel (*e.g.*, school psychologist, counselor, school social worker, early intervention service personnel), paraprofessional, or faculty.

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 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.

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 Regional Educational Laboratory Program's Education Logic Model Application at https://ies.ed.gov/ncee/rel/Products/Region/pacific/Resource/100677.

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 What Works Clearinghouse (WWC) reporting a "strong evidence base" or "moderate evidence base" for the corresponding practice guide recommendation;

(ii) An intervention report prepared by the WWC reporting 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 (*e.g.*, 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.

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 outcomes(s) the key project component is designed to improve, consistent with the specific goals of the program.

Underserved student means a student in postsecondary education in one or more of the following subgroups:

(a) A student who is living in poverty.

(b) A student of color.

(c) A pregnant, parenting, or caregiving student.

(d) A student who is the first in their family to attend postsecondary education.

What Works Clearinghouse Handbooks (WWC Handbooks) means the standards and procedures set forth in the WWC Standards Handbook, Versions 4.0 or 4.1, and WWC Procedures Handbook, Versions 4.0 or 4.1, or in the WWC Procedures and Standards Handbook, Version 3.0 or Version 2.1 (all incorporated by reference, see 34 CFR 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.

Note: The What Works Clearinghouse Procedures and Standards Handbook (Version 4.1), as well as the more recent What Works Clearinghouse Handbook released in August 2022 (Version 5.0), are available at https://ies.ed.gov/ncee/wwc/Handbooks.

Program Authority: 20 U.S.C. 1102-1102c.

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 74, 75, 77, 79, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget (OMB) 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 Supplemental Priorities. (f) Notice of final requirements for the PPOHA Program, published in the *Federal Register* on July 27, 2010 (75 FR 44056) (NFR).

II. Award Information

Type of Award: Discretionary grants. Five-year Individual Development Grants and Cooperative Arrangement Development Grants will be awarded in FY 2024.

Note: A cooperative arrangement is an arrangement to carry out allowable grant activities between an institution eligible to receive a grant under this competition and another eligible or ineligible IHE, under which the resources of the cooperating

institutions are combined and shared to better achieve the purpose of the program and avoid costly duplication of effort.

Estimated Available Funds: The Administration has requested $28,845,000 for the PPOHA Program for FY 2024, of which we intend to use approximately $11,257,000 for new awards. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in subsequent fiscal years from the list of unfunded applications from this competition.

Individual Development Grants:

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

Estimated Average Size of Awards: $550,000 per year.

Maximum Awards: We will not make an award exceeding $600,000 for a single 12-month budget period.

Estimated Number of Awards: 11.

Cooperative Arrangement Development Grants:

Estimated Range of Awards: $600,000-$1,500,000.

Estimated Average Size of Awards: $1,000,000.

Maximum Award: We will not make an award exceeding $1,500,000 for a single 12-month budget period.

Estimated Number of Awards: 5.

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:* IHEs that (a) qualify as an eligible HSI and (b) offer a postbaccalaureate certificate or postbaccalaureate degree program are eligible to apply for new grants under the PPOHA Program. See section 512(b) of the HEA (20 U.S.C. 1102a(b)).

An eligible IHE for purposes of the PPOHA Program, under sections 502 and 512(b) of the HEA (20 U.S.C. 1101a and 1102a(b)), must—

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

(b) Have, except as provided in section 522(b) of the HEA, average educational and general expenditures that are low, per full-time equivalent (FTE) undergraduate student, in comparison with the average educational 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 1: To demonstrate an enrollment of needy students and low average educational and general expenditures per FTE undergraduate student, an IHE must be designated as an "eligible institution" in accordance with 34 CFR 606.3 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 2: Only institutions that the Department determines are eligible, or are granted a waiver, may apply for a grant in this program.

(c) 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));

(d) Be legally authorized to provide, and provide within the State, an educational program for which the institution awards a bachelor's degree (section 502(a)(2)(A)(iii)(I) of the HEA; 20 U.S.C. 1101a(a)(2)(A)(iii)(I)); and

(e) 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)).

Note 3: Funds for the PPOHA Program will be awarded each fiscal year; thus, 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. The end of the fiscal year occurs on September 30 for any given year.

Note 4: 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.

(f) A grantee under the PPOHA 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 during the period for which

funds under this program are awarded (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. Title III, part B includes the Strengthening Historically Black Colleges and Universities Program.

(g) An eligible IHE may not submit more than one Individual Development Grant application, be the lead applicant for more than one Cooperative Arrangement Development Grant, or submit an Individual Development Grant application and be the lead applicant for a Cooperative Arrangement Development Grant application in this competition. A grantee with an Individual Development Grant or a Cooperative Arrangement Development Grant may be a partner in one or more Cooperative Arrangement Development Grants. The lead institution in a Cooperative Arrangement Development Grant must be an eligible institution.

(h) A PPOHA Program grantee may use not more than 20 percent of its total PPOHA Program grant award to provide financial support in the form of scholarships, fellowships, and

other student financial assistance to low-income students (see NFR).

(i) Nothing in this notice alters a grantee's obligations to comply with Federal civil rights laws.

2. a. *Cost Sharing or Matching:* 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. *Supplement-Not-Supplant:* This competition involves supplement-not-supplant funding requirements.

c. *Indirect Cost Rate Information:* This program uses a restricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www2.ed.gov/about/offices/list/ocfo/intro.html.

d. *Administrative Cost Limitation:* This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to Cost Principles described in 2 CFR part 200 subpart E of the Uniform Guidance.

3. *Subgrantees:* Under 34 CFR 75.708(b) and (c), 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.

4. *Other:* This program is subject to the Build America, Buy America Act (Pub. L. 117–58). This means that, under this program, grantees and their subrecipients and contractors may not use their grant funds for infrastructure projects or activities (e.g., construction and broadband infrastructure) unless—

(a) All iron and steel used in the infrastructure project or activity are produced in the United States;

(b) All manufactured products used in the infrastructure project or activity are produced in the United States; and

(c) All construction materials are manufactured in the United States.

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 7, 2022 (87 FR 75045), and

available at www.federalregister.gov/d/2022-26554, which contain requirements and information on how to submit an application.

2. *Submission of Proprietary Information:* Given the types of projects that may be proposed in applications for the PPOHA 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 (Predisclosure Notification Procedures for Confidential Commercial Information), 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 Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs

under Executive Order 12372 is in the application package for this program.

4. *Funding Restrictions:* We specify unallowable costs in 34 CFR 606.10(c). We reference additional regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

5. *Recommended Page Limit:* 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 for an Individual Development grant and no more than 65 pages for a Cooperative Arrangement Development Grant 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, if applicable, the competitive preference priorities. 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 budget 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 15 additional points to an application under the competitive preference priorities, for a total score of up to 115 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 5-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) *Quality of the 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); 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 relevant outcome. To establish that their projects are supported by "promising evidence," applicants should cite the supporting study or studies that meet the conditions in the definition of "promising evidence" and attach the study or studies as part of the application attachments. In addressing "promising evidence," applicants are encouraged to align the direct student services proposed in the application to evidence-based practices identified in the selected studies. 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. 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.

(c) *Quality of 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 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 8 points)

The extent to which—

(1) Procedures for managing the project are likely to ensure efficient and effective project implementation (up to 4 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 4 points).

(f) *Quality of key personnel.* (up to 4 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 2 points).

(g) *Quality of evaluation plan.* (up to 14 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);

(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); and

(3) The methods of evaluation will, if well implemented, produce promising evidence (as defined in this notice) about the project's effectiveness (up to 4 points).

(h) *Budget.* (up to 4 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 the event there are two or more applications with the same final score, and there are insufficient funds to fully support each of these applications, the Department applies the following tie-breaking factors.

To resolve ties in the reader scores of applications for development grants, the Department will award one additional point to an application from an IHE that has an endowment fund

for which the current market value, per FTE enrolled student, is less than the comparable average current market value of the endowment funds, per FTE enrolled student, at comparable institutions that offer similar instruction. If a tie remains after applying the preceding tiebreaker, the Department will award one additional point to an application from an IHE that has expenditures for library materials per FTE enrolled student that are less than the comparable average expenditures for library materials per FTE enrolled student at comparable institutions that offer similar instruction. (34 CFR 606.23(b)(1) and (2)). For the purpose of these funding considerations, we will use the most recent complete data available (e.g., for FY 2024, we will use 2021–22 data).

If a tie remains after applying the preceding tiebreaker, priority will be given for Individual Development Grants to applicants that have the lowest endowment values per FTE student. (See 34 CFR 606.23(b)(1)).

3. *Risk Assessment and Specific Conditions:* Consistent with 2 CFR 200.206, before awarding grants under this program, the Department conducts a review of the risks posed by applicants. Under 2 CFR 200.208, the Secretary may impose specific conditions and, under 2 CFR 3474.10, 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), under 2 CFR 200.206(a)(2) 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.

Please note that, 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 the requirements in 2 CFR part 200, Appendix XII,

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

5. *In General:* In accordance with the Office of Management and Budget's guidance located at 2 CFR part 200, all applicable Federal laws, and relevant Executive guidance, the Department will review and consider applications for funding pursuant to this notice inviting applications in accordance with:

(a) Selecting recipients most likely to be successful in delivering results based on the program objectives through an objective process of evaluating Federal award applications (2 CFR 200.205);

(b) Prohibiting the purchase of certain telecommunication and video surveillance services or equipment in alignment with section 889 of the National Defense Authorization Act of 2019 (Pub. L. No. 115—232) (2 CFR 200.216);

(c) Providing a preference, to the extent permitted by law, to maximize use of goods, products, and materials produced in the United States (2 CFR 200.322); and

(d) Terminating agreements in whole or in part to the greatest extent authorized by law if an award no longer effectuates the program goals or agency priorities (2 CFR 200.340).

VI. Award Administration Information

1. *Award Notices:* If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a 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. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* 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. *Open Licensing Requirements:* 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. *Reporting:* (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 in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(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 under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

(c) Under 34 CFR 75.250(b), 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:* For the purpose of Department reporting under 34 CFR 75.110, the Secretary has established the following key performance measures for assessing the effectiveness of the PPOHA Program:

(a) The percentage change, over the 5-year grant period, of the number of full-time degree-seeking graduate and professional students enrolled at HSIs currently receiving an award under this program.

(b) The percentage change, over the 5-year grant period, of the number of master's, doctoral, and first-professional degrees and postbaccalaureate certificates awarded at HSIs currently receiving an award under this program.

(c) The Federal cost per master's, doctoral, and first-professional degree and postbaccalaureate certificate awarded at HSIs currently receiving an award under this program.

6. *Continuation Awards:* In making a continuation award under 34 CFR 75.253, 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.

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 (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Other Information

Accessible Format: On request to the program contact person listed under FOR FURTHER INFORMATION CONTACT, individuals with disabilities can obtain this document and a copy of the application package in an accessible format. The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, or compact disc, or other accessible format.

Electronic Access to This Document: The official version of this document is the document published in the *Federal Register*. You may access the official edition of the *Federal Register* and the Code of Federal Regulations at www.govinfo.gov. At this site, you can view this document, as well as all other documents of this Department published in the *Federal Register*, in text or

Portable Document Format (PDF). To use PDF, you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the *Federal Register* by using the article search feature at www.federalregister.gov. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

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Nasser H. Paydar,
Assistant Secretary for the Office of Postsecondary Education.

PPOHA Program Statute and Regulations

PPOHA Statute

Title V, Part B of the Higher Education Act of 1965, as amended. (20 U.S.C. 1102-1102c)

§ 1102. Purposes

The purposes of this part are—

(1) to expand postbaccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and
(2) to expand the postbaccalaureate academic offerings and enhance the program quality in the institutions of higher education that are educating the majority of Hispanic college students and helping large numbers of Hispanic and low-income students complete postsecondary degrees.

§ 1102a. Program authority and eligibility

(a) Program authorized subject to the availability of funds appropriated to carry out this part, the Secretary shall award grants, on a competitive basis, to eligible institutions to enable the eligible institutions to carry out the authorized activities described in section 1102b of this title.

(b) Eligibility
For the purposes of this part, an ‘‘eligible institution’’ means an institution of higher education that—
(1) is a Hispanic-serving institution (as defined in section 1101a of this title); and
(2) offers a postbaccalaureate certificate or postbaccalaureate degree granting program.

§ 1102b. Authorized activities

Grants awarded under this part shall be used for one or more of the following activities:

(1) Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.
(2) Construction, maintenance, renovation, and improvement of classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services.
(3) Purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials, including telecommunications program materials.
(4) Support for low-income postbaccalaureate students including outreach, academic support services, mentoring, scholarships, fellowships, and other financial assistance to permit the

enrollment of such students in postbaccalaureate certificate and postbaccalaureate degree granting programs.
(5) Support of faculty exchanges, faculty development, faculty research, curriculum development, and academic instruction.
(6) Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services.
(7) Collaboration with other institutions of higher education to expand postbaccalaureate certificate and postbaccalaureate degree offerings.
(8) Other activities proposed in the application submitted pursuant to section 1102c of this title that—
(A) contribute to carrying out the purposes of this part; and
(B) are approved by the Secretary as part of the review and acceptance of such application.

§ 1102c. Application and duration

(a) Application
Any eligible institution may apply for a grant under this part by submitting an application to the Secretary at such time and in such manner as the Secretary may require. Such application shall demonstrate how the grant funds will be used to improve postbaccalaureate education opportunities for Hispanic and low-income students.

(b) Duration
Grants under this part shall be awarded for a period not to exceed five years.

(c) Limitation
The Secretary may not award more than one grant under this part in any fiscal year to any Hispanic-serving institution.

PPOHA Regulations

Federal Register Notice of final requirements, July 27, 2010

The Assistant Secretary establishes the following requirements for this program. We may apply one or more of these requirements in any year in which this program is in effect.

Requirement 1—Eligibility Criteria (Use of 34 CFR 606.2(a) and (b), 606.3 through 606.5). Hispanic-Serving Institution (HSI): To qualify as an eligible HSI for the Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program under sections 502 and 512(b) of the Higher Education Act of 1965, as amended (HEA) (20 U.S.C. 1101a and 1102a), an institution of higher education (IHE) must— (a) Have an enrollment of needy students, as defined in section 502(b) of the HEA (section 502(a)(2)(A)(i) of the HEA; 20 U.S.C. 1101a(a)(2)(A)(i)); (b) Have, except as provided in section 522(b) of the HEA, average educational and general expenditures that are low, per full-time equivalent (FTE) undergraduate student, in comparison with the average educational 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 educational and general expenditures per FTE undergraduate student, an IHE must be designated as an ''eligible institution'' in accordance with 34 CFR 606.3 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. (c) 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)); (d) Be legally authorized to provide, and provide within the State, an educational 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)); and (e) 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)).

Note 1: Funds for the PPOHA Program will be awarded each fiscal year; thus, 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. The end of the fiscal year occurs on September 30 for any given year.

Note 2: 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.

Requirement 2—Use of Tie-Breaking Factors. To resolve ties in the reader scores of applications for development grants, the Department will award one additional point to an application from an IHE that has an endowment fund for which the market value per FTE student is less than the comparable average current market value of the endowment funds per FTE student at similar type IHEs. In addition, to resolve ties in the reader scores of applications for PPHOA development grants, the Department will award one additional point to an application from an IHE that has expenditures for library materials per FTE student that are less than the comparable average expenditures for library materials per FTE student at similar type IHEs. (34 CFR 606.23(a)(1) and (2)). For the purpose of these funding considerations, we will use the most recent complete data available (e.g., for FY 2010, we will use 2008– 2009 data). If a tie remains after applying the tie-breaker mechanism above, priority will be given for Individual Development Grants to applicants that have the lowest endowment values per FTE student. (34 CFR 606.23(b)(1))

Requirement 3—Limit on Applications From an Eligible Institution. In any fiscal year, an eligible institution may submit only one application for a grant under the PPOHA Program. This restriction is intended to ensure that more Hispanic-serving institutions have an opportunity for assistance under Title V of the HEA.

Requirement 4—Limit on Use of Funds for Direct Student Assistance. A PPOHA Program grantee may use no more than 20 percent of its total PPOHA Program grant award to provide financial support—in the form of scholarships, fellowships, and other student financial assistance—to low-income students.

This notice does not preclude us from proposing additional priorities, requirements, definitions, or selection criteria, subject to meeting applicable rulemaking requirements.

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# 84.031M, 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 Indicators

The U.S. Department of Education has prepared a strategic plan for 2022-2026. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The 2022-2026 plan includes the following five goals:

Goal 1: Promote equity in student access to educational resources, opportunities, and inclusive environments.

Goal 2: Support a diverse and talented educator workforce and professional growth to strengthen student learning.

Goal 3: Meet students' social, emotional, and academic needs.

Goal 4: Increase postsecondary value by focusing on equity-conscious strategies to address access to high-quality institutions, affordability, completion, post-enrollment success, and support for inclusive institutions.

Goal 5: Enhance the Department's internal capacity to optimize the delivery of its mission.

What are the performance indicators for the Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program?

The performance indicators for the PPOHA program are part of the Department's plan for meeting Goal 4. The purposes of the PPOHA Program are to (1) expand postbaccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and (2) expand the postbaccalaureate academic offerings, as well as enhance the program quality, in the institutions of higher education (IHEs) that are educating the majority of Hispanic college students and helping large numbers of Hispanic and low-income students complete postsecondary degrees.

The performance indicators for the PPOHA program are as follows:

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

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 progress 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 PPOHA 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 Definitions Section in the Notice Inviting Applications for more information on "promising evidence."

8. **ED Abstract Form** - Applicants should upload a one-page project abstract that will provide an overview of the proposed project. Include the name of the applicant institution. 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 and 65 pages for a Cooperative Arrangement 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. Note: 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 may include any additional attachments here.

NOTE: 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 Federal Register Notice for specific guidance and requirements. The Secretary evaluates an application according to the program specific criteria in 34 CFR 75.210, 606.8, and 606.22. 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 one or more of the Invitational Priorities. 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 and no more than **65** pages for a Cooperative Arrangement 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. **Note:** If you choose to respond to the Competitive Preference and Invitational priorities, please include separate bold headings. The applicant may choose where to include the priority responses within the project narrative.

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 PPOHA selection criteria in the Project Narrative:

a. Quality of the Comprehensive Development Plan (34 CFR 606.22 (a))	(25 points)
b. Quality of the Project Design (34 CFR 75.210)	(15 points)
c. Quality of the Activity Objectives (34 CFR 606.22 (b))	(10 points)
d. Quality of the Implementation Strategy (34 CFR 606.22 (c))	(20 points)
e. Quality of the Project Management Plan (34 CFR 606.22 (e))	(8 points)
f. Quality of the Key Personnel (34 CFR 606.22 (d))	(4 points)

g. Quality of the Evaluation Plan (34 CFR 606.22 (f))	(14 points)
h. Quality of the Budget (34 CFR 606.22 (g))	(4 points)
Total Maximum Score for Selection Criteria	**100 points**
Total maximum score for Invitational Priorities	**0 points**
Total maximum score for Competitive Preference Priority #1	**10 points**
Total maximum score for Competitive Preference Priority #2	**5 points**
TOTAL POSSIBLE SCORE PER APPLICATION	**115 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). (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 or studies as part of the application attachments. In addressing "promising evidence," applicants are encouraged to align the direct student services proposed in the application to evidence-based practices identified in the selected studies. 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. 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.

(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 8 points)

The extent to which--

(1) Procedures for managing the project are likely to ensure efficient and effective project implementation; (up to 4 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 4 points)

(f) Quality of the key personnel. (up to 4 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 2 points)

(g) Quality of the evaluation plan. (up to 14 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)

(3) The methods of evaluation will, if well implemented, produce promising evidence (as defined in this notice) about the project's effectiveness (up to 4 points).

(h) Quality of the budget. (up to 4 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 15 additional points, depending on how well the application meets these priorities.

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

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through one or both of the following areas:
(a) Creating education or work-based settings that are supportive, positive, identity-safe and inclusive with regard to race, ethnicity, culture, language, and disability status, through supporting students to engage in real-world hands-on learning that is aligned with classroom instruction and takes place in community-based settings, such as apprenticeships, pre-apprenticeships, work-based learning, and service learning, and in civic activities, that allow students to apply their knowledge and skills, strengthen their employability skills, and access career exploration opportunities. (up to 2 points)
(b) Creating a positive, inclusive, and identity-safe climate at IHEs through one or both of the following activities:
(1) Implementing evidence-based practices for advancing student success for underserved students. (up to 4 points)
(2) Providing evidence-based professional development opportunities designed to build asset-based mindsets for faculty and staff on campus and that are inclusive with regard to race, ethnicity, culture, language, and disability status. (up to 4 points)

Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success (up to 5 points).
Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by supporting the development and implementation of high-quality and accessible learning opportunities, including learning opportunities that are accelerated or hybrid online; credit-bearing; work-based; and flexible for working students.

INVITATIONAL PRIORITIES:

Invitational Priority 1: Improving the Hispanic Ph.D. Pipeline through Collaboration.

Projects that are supported by a consortium of HSIs, including no fewer than three HSIs that award Ph.D.s, and are designed to improve the Hispanic Ph.D. pipeline and increase the number of Hispanic Ph.D.s by supporting teaching, research, and resource sharing across institutions, creating mentorship opportunities, and supporting experiential learning, as well as other high-impact practices that have demonstrated positive results for Hispanic postbaccalaureate students.

Under this priority, we are particularly interested in projects designed to address the low percentage of Hispanics who both enroll in Ph.D. programs and attain the Ph.D. degree by establishing, improving, or expanding programs that—
(a) Increase the Hispanic student pipeline for Ph.D.s;
(b) Improve the academic preparation of postbaccalaureate students through course offerings, research opportunities (including study abroad opportunities), mentorship, and learning communities;
(c) Combine traditional academic training with industry-standard specialized knowledge and skills that will improve student educational outcomes; and
(d) Evaluate the association between the consortium's activities and Ph.D. attainment by Hispanic students.

Invitational Priority 2 : Supporting the Hispanic Educator Pipeline.

Projects that are designed to establish or expand entry points into the educator pipeline, to increase the number of Hispanic educators, the number of Hispanic students earning postgraduate degrees in preparation for employment as an educator, or both.
Under this priority, we are particularly interested in projects designed to establish, improve, or expand programs that address one or more of the following—
(a) Recruit racially, ethnically, and linguistically diverse educators;
(b) Retain diverse educators by strengthening support networks and providing professional development; and
(c) Combine traditional academic training with specialized knowledge and skills that will prepare students for entry into the educator profession.

Invitational Priority 3 : Increasing Hispanics in Science, Technology, Engineering, and Mathematics (STEM).

Projects that are designed to increase the number of Hispanic postbaccalaureate students and educators in STEM.
Under this priority, we are particularly interested in projects designed to establish, improve, or expand programs that—
(a) Identify and implement instructional strategies, systems, and structures that improve postsecondary learning and retention that leads to completion of a masters, Ph.D. or terminal degree in STEM;
(b) Combine traditional academic training with specialized knowledge and skills through research, apprenticeships, and technology applications that will prepare students for STEM fields; and
(c) Provide pathways for entry into the STEM workforce.

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** – 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(ies) 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** – You may include any additional attachments 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, DC 20202 directly. [Note: Please do not return the completed application to this address.]