

PROMOTING POSTBACCALAUREATE OPPORTUNITIES FOR HISPANIC AMERICANS (PPOHA) PROGRAM FY 2024 GRANT COMPETITION

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BEFORE WE BEGIN…

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

PURPOSE OF THE WORKSHOP

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



FY 2024 PPOHA Grant Competition

FY 2024 GRANT COMPETITION

- Notice Inviting Application published in Federal Register on March 14, 2024.
- Applications deadline Monday, May 13, 2024, 11:59:59 PM EST.
- Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045)
- An IHE may not submit more than 1 application for a PPOHA grant as the lead. An IHE that has submitted an application as the lead may be a partner in another application.
- Estimated available funds: $11,393,020
- Estimated number of awards: 11 Individual and 5 Cooperative
- Maximum amount for a grant is $600,000 per year for Individual and $1,500,000 per year for Cooperative
- Performance period is 5 years.

OTHER COMPETITION HIGHLIGHTS

- 1 Absolute Priority
- 2 CPPs- Respond to one, both, or none
- 3 Invitational Priorities – Respond to 1 or more or none
- Page limit and formatting recommended, not required
- Notice of Intent to Apply (April 29, 2024)

WHAT'S NEW FOR THIS YEAR

- Cooperative Arrangement Development grants
- Additional factor for the Evaluation Plan (14 points)
- 3 Invitational Priorities
- Scoring rubric has been revised
- Competition brochure developed

How The Review Process Works

APPLICATION REVIEW PROCESS

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

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

3. Each Peer Reviewer receives comprehensive training.

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

5. Each reviewer is responsible for reading and evaluating up to 10 applications.

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

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

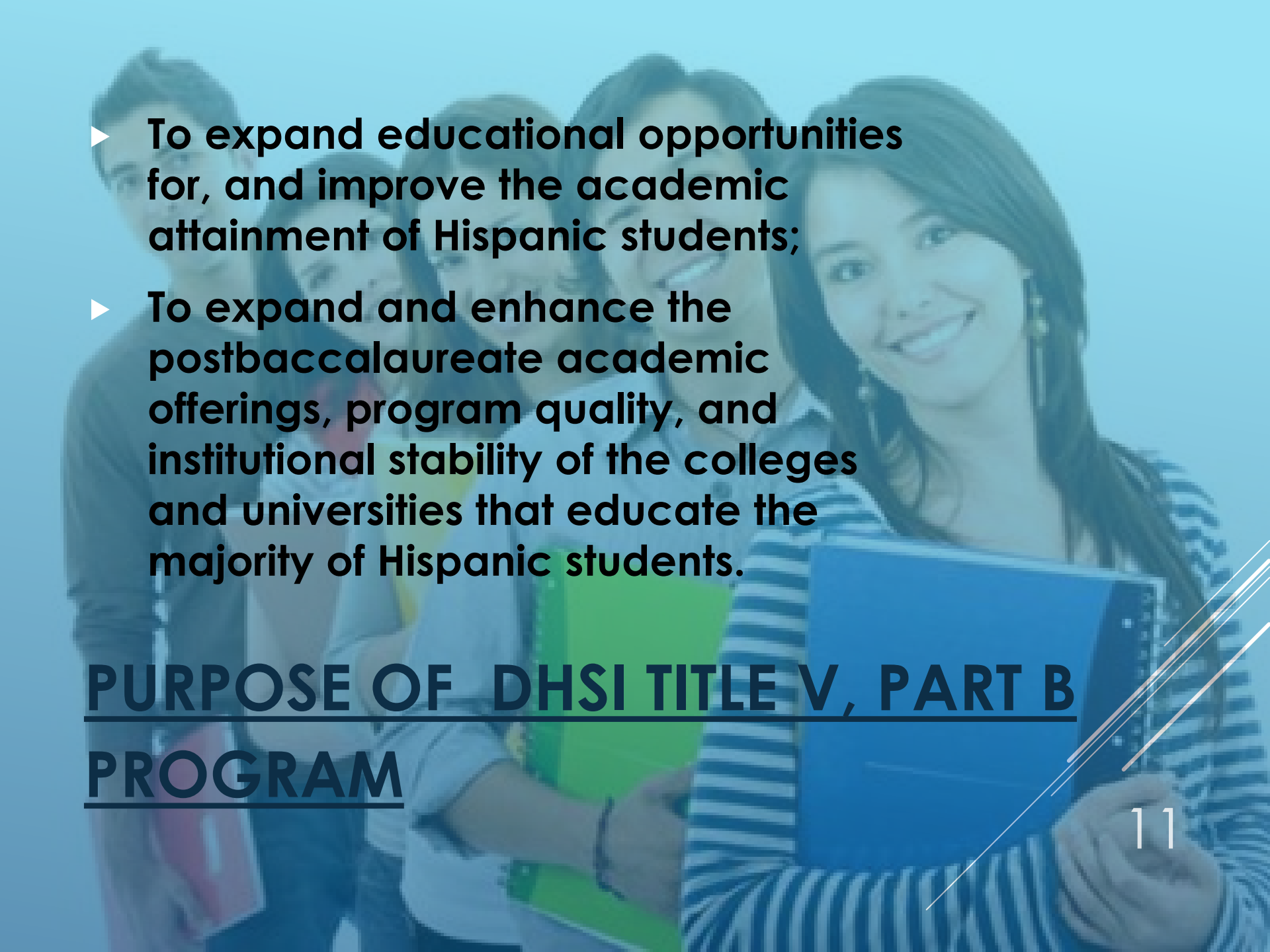
8. Review will be held virtually this year.

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

10. Notifications to Congress and to IHEs are made.



Overview of the PPOHA Program



- To expand educational opportunities for, and improve the academic attainment of Hispanic students;
- To expand and enhance the postbaccalaureate academic offerings, program quality, and institutional stability of the colleges and universities that educate the majority of Hispanic students.

PURPOSE OF DHSI TITLE V, PART B PROGRAM

APPLICABLE STATUTE AND REGULATIONS

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

2. EDGAR- 34 CFR Parts 74, 75, 77, 79, 82, 84, 86, 97, 98, and 99

3. EDGAR- 34 CFR Part 606

4. The OMB Guidelines to Agencies on Government-wide Debarment and Suspension- 2CFR 180, as adopted and amended in 2 CFR part 3474

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

Authorized Activities

(1) Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.

(2) Construction, maintenance, renovation, and improvement of classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services.

(3) Purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials, including telecommunications program materials.

(4) Support for low-income postbaccalaureate students including outreach, academic support services, mentoring, scholarships, fellowships, and other financial assistance to permit the enrollment of such students in postbaccalaureate certificate and postbaccalaureate degree granting programs.

(5) Support of faculty exchanges, faculty development, faculty research, curriculum development, and academic instruction.

(6) Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services.

(7) Collaboration with other institutions of higher education to expand postbaccalaureate certificate and postbaccalaureate degree offerings.

(8) Other activities proposed in the application submitted pursuant to section 1102c of this title that—**(A)**contribute to carrying out the purposes of this part; and **(B)**are approved by the Secretary as part of the review and acceptance of such application.

HIGHER EDUCATION ACT (HEA) AMENDMENTS

The HEA of 2008 authorized additional activities to include:

Activities to improve student services, including innovative and customized instruction courses designed to help retain students.	Articulation agreements and student support programs designed to facilitate the transfer of students from 2-year to 4-year institutions.	Providing education, counseling services, or financial information designed to improve the financial and economic literacy of students or their families.

Use up	Match	Invest
Use up to 20% of total 5-year Title V funds	Match dollar-for-dollar with non-federal funds before you can draw down Title V fund	Invest both grant and matching funds for 20 years. • Note: Up to ½ of the interest may be spent during the 20 years.

ENDOWMENT FUND

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

- Activities inconsistent with applicable State higher education plans;
- Religious worship;
- Vocational programs and schools that do not align with the PPOHA program's purpose as set forth in Section 511-514 of the HEA
- Non-degree/Non-credit courses;
- Activities that are operational rather than developmental in nature
- Any portion of salary for President, VP, Chancellor or equivalent officer who has college-wide administrative authority;
- Costs of organized fundraisers;
- Costs for student recruitment; and
- Costs of publications to promote the institution.

Title V Eligibility

HSI DEFINITION

- HISPANIC-SERVING INSTITUTION. -- The term “Hispanic-Serving institution” means an institution of higher education that—

- (A) is an eligible institution; and
- (B) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students

PPOHA-ELIGIBLE IHES

- Must meet the eligibility requirements for Titles III and V (i.e., the definition of an HSI) **and**
- Must offer a postbaccalaureate degree or certificate program at the time of application

THE ELIGIBILITY PROCESS

1. Designation of Eligibility for Titles III & V

- Announced in Federal Register on January 22, 2024;
- There was a link in the Notice to confirm eligibility;
- Enrollment and fiscal data based on 2021-2022 year;
- Deadline for submission of applications and exemptions (waivers) was February 27, 2024.

2. HSI Eligibility for Title V

- IPEDS final 2021-2022 school year data and IPEDS provisional data for 2022-2023 school year reviewed;
- **Program Profile Form not required for PPOHA; however, applicants should include a copy of their eligibility letter in their application package (eligibility letter may be accessed via HEPIS system at https://hepis.ed.gov/)**

WHO IS ELIGIBLE TO APPLY?

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

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

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

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



Selection Criteria and Priorities

PLEASE CONSIDER…

- The order of the Selection Criteria as stated in the Notice Inviting Application (NIA) should determine the order of your application.
- Respond to the Selection Criteria and each factor in the appropriate section.
- Quality of the content is key.
- Readability matters.

Eight (8) Selection Criteria:

	Total Possible Score
a. Comprehensive Development Plan	25
b. Project Design	15
c. Activity Objectives	10
d. Implementation Strategy	20
e. Project Management Plan	8
f. Key Personnel	4
g. Evaluation Plan	14
h. Budget	4
Total possible points	**100**
Competitive Preference Priority 1	10
Competitive Preference Priority 2	5
Invitational Priority	0
Total possible points for CPPs	15
TOTAL POSSIBLE SCORE	**115**

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

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

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

B. Quality of Project Design (Up to 15 points)

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

- (1) The extent to which the proposed project demonstrates a rationale (as defined in this notice) (up to 10 points);

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

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

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

DEMONSTRATES A RATIONALE AND PROMISING EVIDENCE STANDARDS

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

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

(1) Realistic and defined in terms of measurable results (up to 5 points);

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

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

The extent to which--

(1) The implementation strategy for each activity is comprehensive (up to 10 points);

(2) The rationale for the implementation strategy for each activity is clearly described and is supported by the results of relevant studies or projects (up to 5 points); and

(3) The timetable for each activity is realistic and likely to be attained (up to 5 points).

E. **Quality of Project Management Plan (Total: Up to 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 (Total: 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 (Total: Up to14 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. Budget
(Total: Up to 4 points)

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

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



ABSOLUTE PRIORITY

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

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

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



COMPETITIVE PREFERENCE PRIORITIES

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

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

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

PROJECTS THAT ARE SUPPORTED BY A CONSORTIUM OF HSIS, INCLUDING NO FEWER THAN 3 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.

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

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 2: Supporting the Hispanic Educator Pipeline

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.

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



Performance Measures

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

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



YOUR PERFORMANCE MEASURES- WHAT TO CONSIDER

* As a grantee, you will submit an Annual Performance Report (APR) each year to ED that will provide information to track and evaluate your progress based on your goals and objectives; program-specific measures (or GPRA measures); and performance targets in your approved application (project-specific measures).

* Consider the program's performance measures as you develop performance measures for your project. *All may not apply to your project.

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

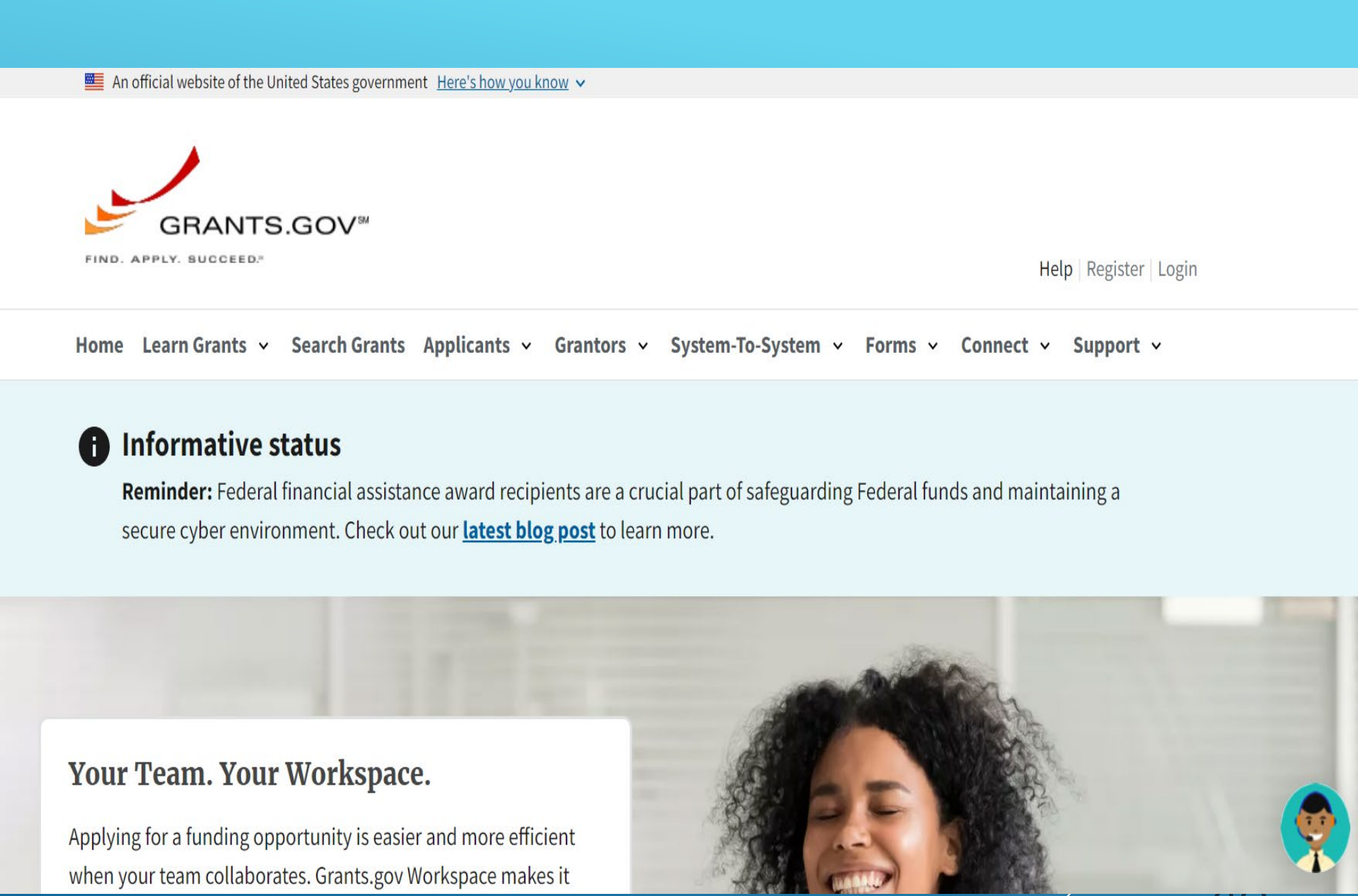


Applying using Grants.gov

2024 Grant Application

Opportunity Number: ED-GRANTS-031424-002

www.Grants.gov



Office of Postsecondary Education The Notice Published in the Federal Register is your official guide for submitting an application.

	Program (Part A), Assistance Listing Number (ALN) 84.031N				
ED-GRANTS-022724-002	Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Institutional Service: Native Hawaiian-Serving Institutions (ANNH) Program (Part A, Assistance Listing Number (ALN) 84.031W	ED	Posted	02/27/2024	04/29/2024
ED-GRANTS-031424-002	Office of Postsecondary Education (OPE): Institutional Service: Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program, Assistance Listing Number (ALN) 84.031M	ED	Posted	03/14/2024	05/13/2024



IEW GRANT OPPORTUNITY

ED-GRANTS-031424-002

Office of Postsecondary Education (OPE): Institutional Service: Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program, Assistance Listing Number (ALN) 84.031M

Department of Education

Department of Education

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SYNOPSIS | VERSION HISTORY | RELATED DOCUMENTS | PACKAGE

General Information

Document Type:	Grants Notice	**Version:**	Synopsis 4
Funding Opportunity	ED-GRANTS-031424-002	**Posted Date:**	Mar 14, 2024
		Last Updated	Mar 14, 2024



SYNOPSIS | VERSION HISTORY | RELATED DOCUMENTS | PACKAGE

Click on the following file link(s) to download the related document(s):

File Description	File Name	Last Updated Date/Time	File Size
Folder: Full Announcement - Assistance Listing No. 84.031M	ED-GRANTS-031424-002-Full Announcement - Assistance Listing No. 84.031M.zip	Mar 14, 2024 08:50:39 AM EDT	373.5 KB
Folder: Other Supporting Documents - Application Instructions	ED-GRANTS-031424-002-Other Supporting Documents - Application Instructions.zip	Mar 15, 2024 02:03:45 PM EDT	650.6 KB
Folder: Other Supporting Documents - Competition Brochure	ED-GRANTS-031424-002-Other Supporting Documents - Competition Brochure.zip	Mar 18, 2024 03:07:37 PM EDT	1.4 MB
Folder: Other Supporting Documents - FY 2024 PPOHA Pre-App Webinars	ED-GRANTS-031424-002-Other Supporting Documents - FY 2024 PPOHA Pre-App Webinars.zip	Mar 15, 2024 02:09:16 PM EDT	98.7 KB



Select Grant Opportunity Package

PLEASE READ BEFORE APPLYING!

If you view and complete your application package using Grants.gov downloadable PDF forms, you MUST have Adobe Reader installed. You may receive a validation error using incompatible versions of Adobe Reader. To prevent a validation error, it is now recommended you uninstall any earlier versions of Adobe Reader and install the latest compatible version of Adobe Reader. If more than one person is working on the PDF forms, ALL applicants must be using the same Adobe Reader version. Click for more information on Adobe Reader Compatibility.

Opportunity Package(s) Currently Available for this Funding Opportunity:

	Opportunity Package ID	Opening Date	Closing Date	Actions
r Hispanic Americans (PPOHA) Program, Assistance Listing Number (ALN) 84.031M	PKG00285352	Mar 14, 2024	May 13, 2024	Preview | Apply

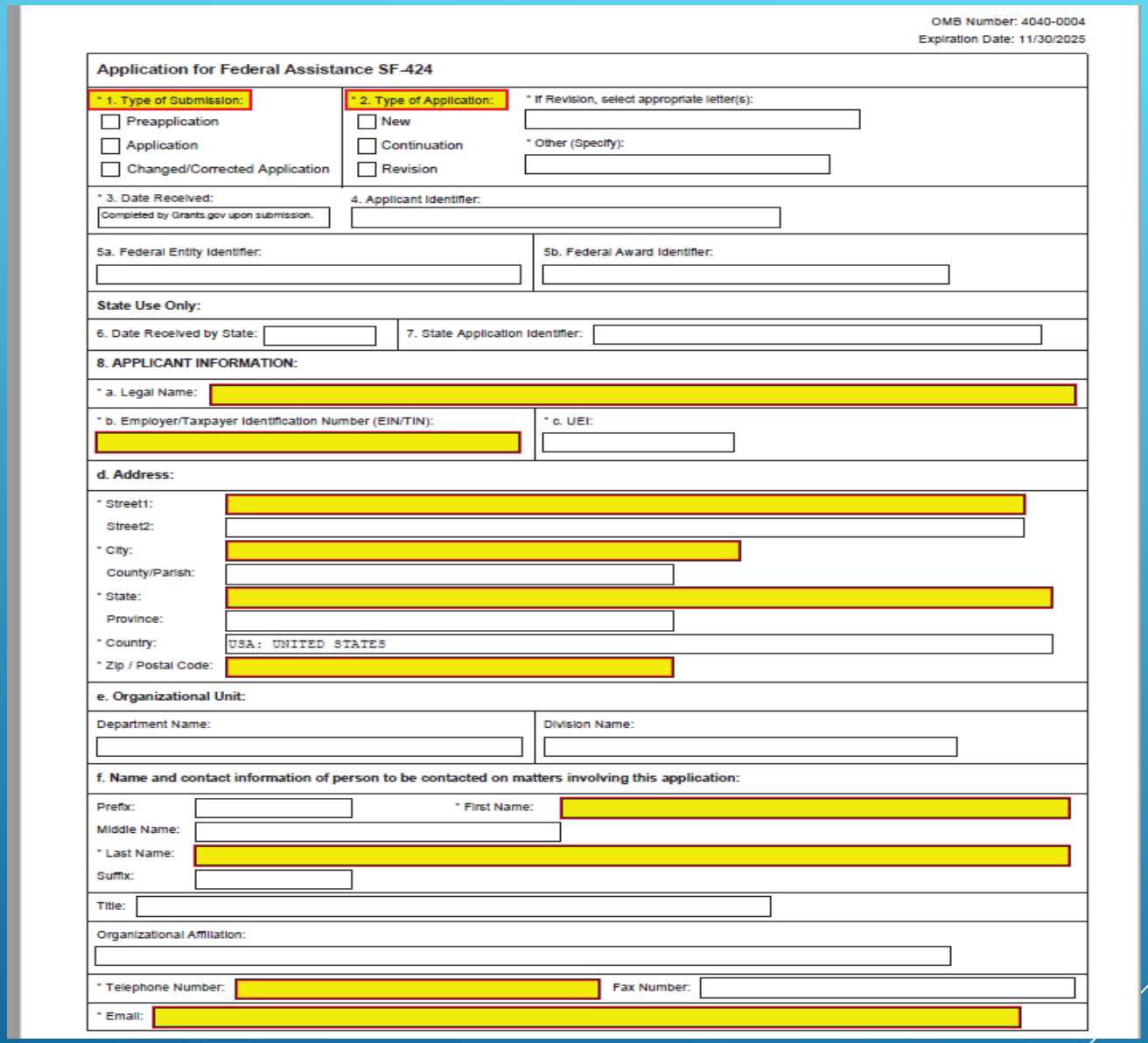


Information: Education Program Specialist
E-mail: margarita.melendez@ed.gov
Phone: 202-987-0408

Who Can Apply: Organization Applicants

PACKAGE FORMS:	Download Instructions
Mandatory Forms (Click to Preview)	**Optional Forms** (Click to Preview)
Application for Federal Assistance (SF-424) [V4.0] Grants.gov Lobbying Form [V1.1] ED General Education Provisions Act (GEPA) 427 Form [V2.0] ED SF424 Supplement [V4.0] ED Abstract Form [V1.1] Project Narrative Attachment Form [V1.2] Evidence Form [V2.0] Budget Narrative Attachment Form [V1.2] U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS [V1.4] Other Attachments Form [V1.2]	Disclosure of Lobbying Activities (SF-LLL) [V2.0]





OMB Number: 4040-0004
Expiration Date: 11/30/2025

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☐ New	
☐ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
Completed by Grants.gov upon submission.	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	
* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. UEI:

d. Address:

* Street1:	
Street2:	
* City:	
County/Parish:	
* State:	
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	

e. Organizational Unit:

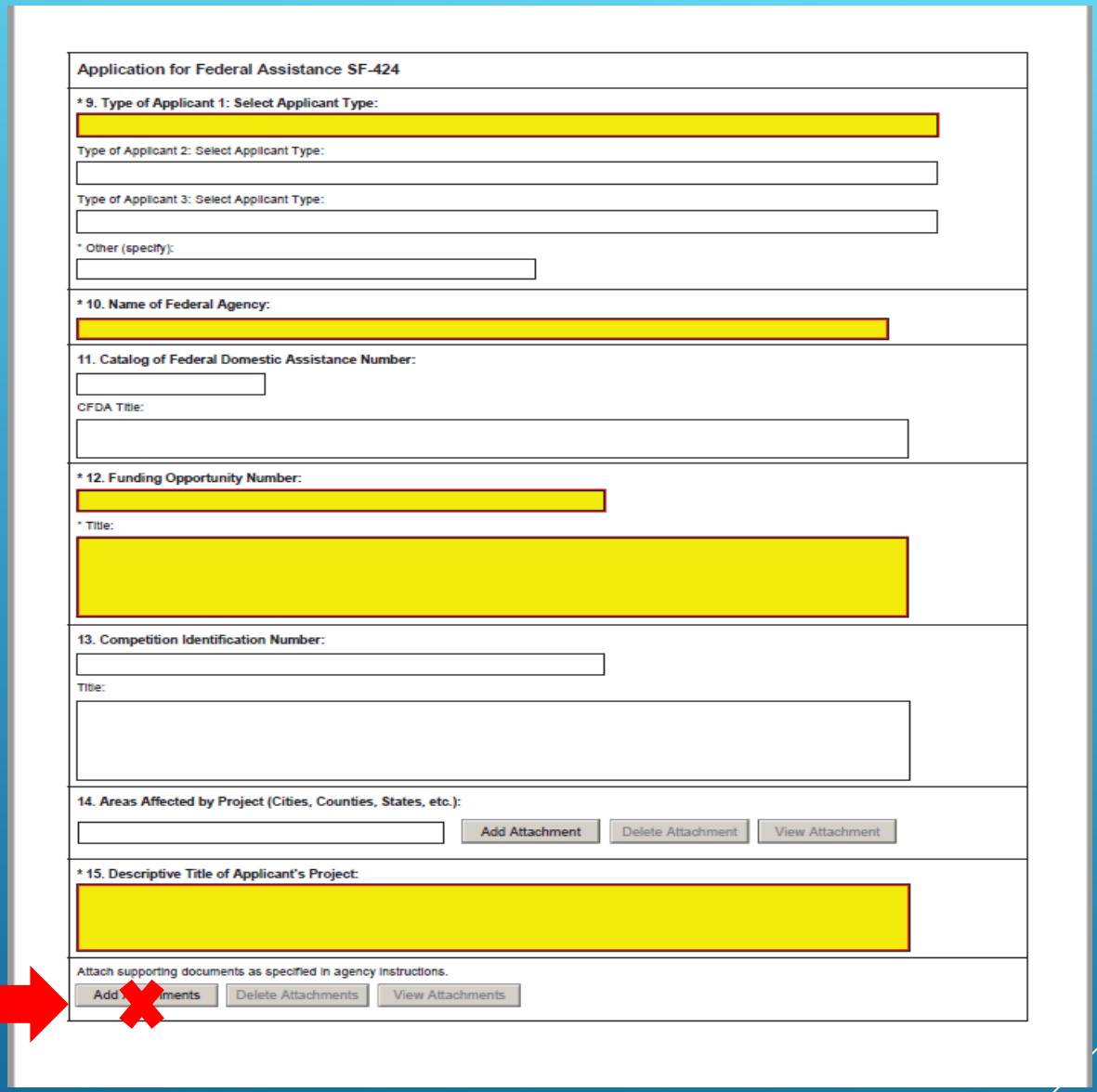
Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:		* First Name:	
Middle Name:			
* Last Name:			
Suffix:			

Title:	
Organizational Affiliation:	
* Telephone Number:	Fax Number:
* Email:	

Office of Postsecondary Education The Notice Published in the Federal Register is your official guide for submitting an application.



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

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

Name of Institution/Organization

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

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

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

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ____Yes ____No.

(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: ___/___/_____ To: ___/___/_____ (mm/dd/yyyy)
Approving Federal agency: ____ED ____Other (please specify): _____ The Indirect Cost Rate is _____%

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ____Yes ____No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ____Yes ____No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
___ Is included in your approved Indirect Cost Rate Agreement? Or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%

ED 524

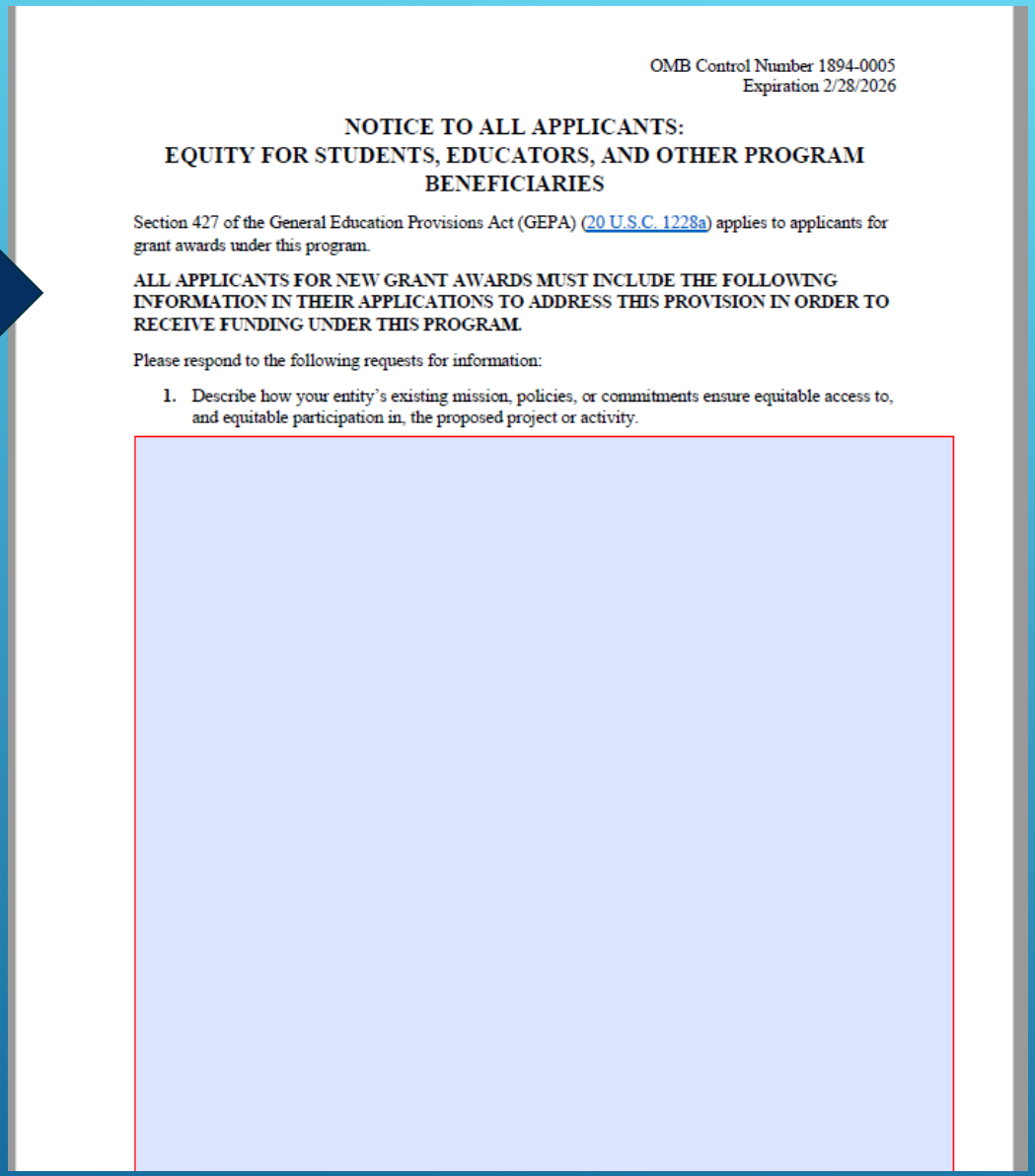
Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

SECTION C – BUDGET NARRATIVE (see instructions)

ED 524



OMB Control Number 1894-0005
Expiration 2/28/2026

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

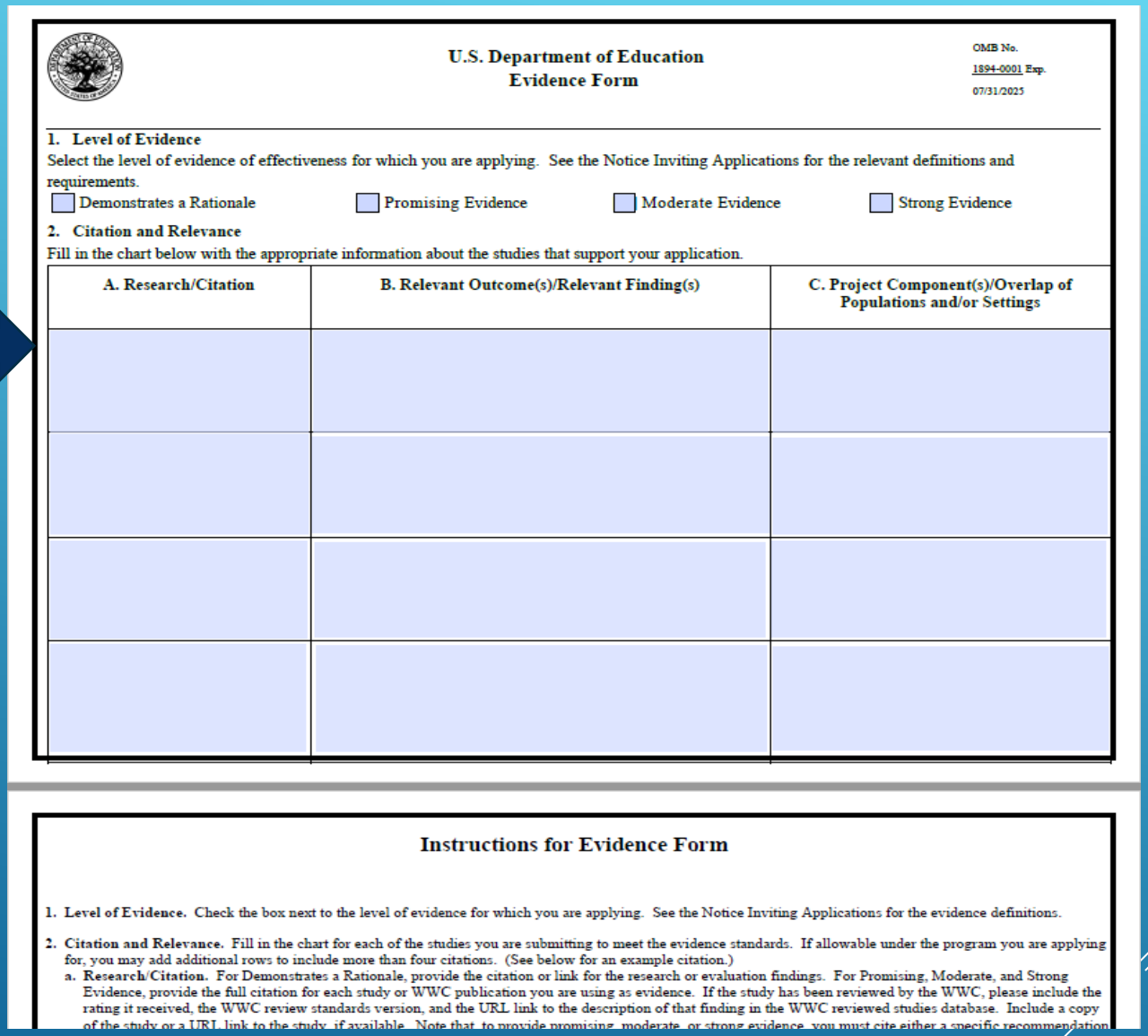
Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

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

Please respond to the following requests for information:

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

THE GEPA 427 HAS BEEN REVISED. FOR ASSISTANCE WITH COMPLETING THIS FORM, PLEASE VIEW THIS TRAINING VIDEO.



U.S. Department of Education
Evidence Form

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

1. Level of Evidence

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

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

2. Citation and Relevance

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

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

Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.

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

Office of Postsecondary Education The Notice Published in the Federal Register is your official guide for submitting an application.

Abstract

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

1. Abstract Requirements

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

For research applications, abstracts also include the following:

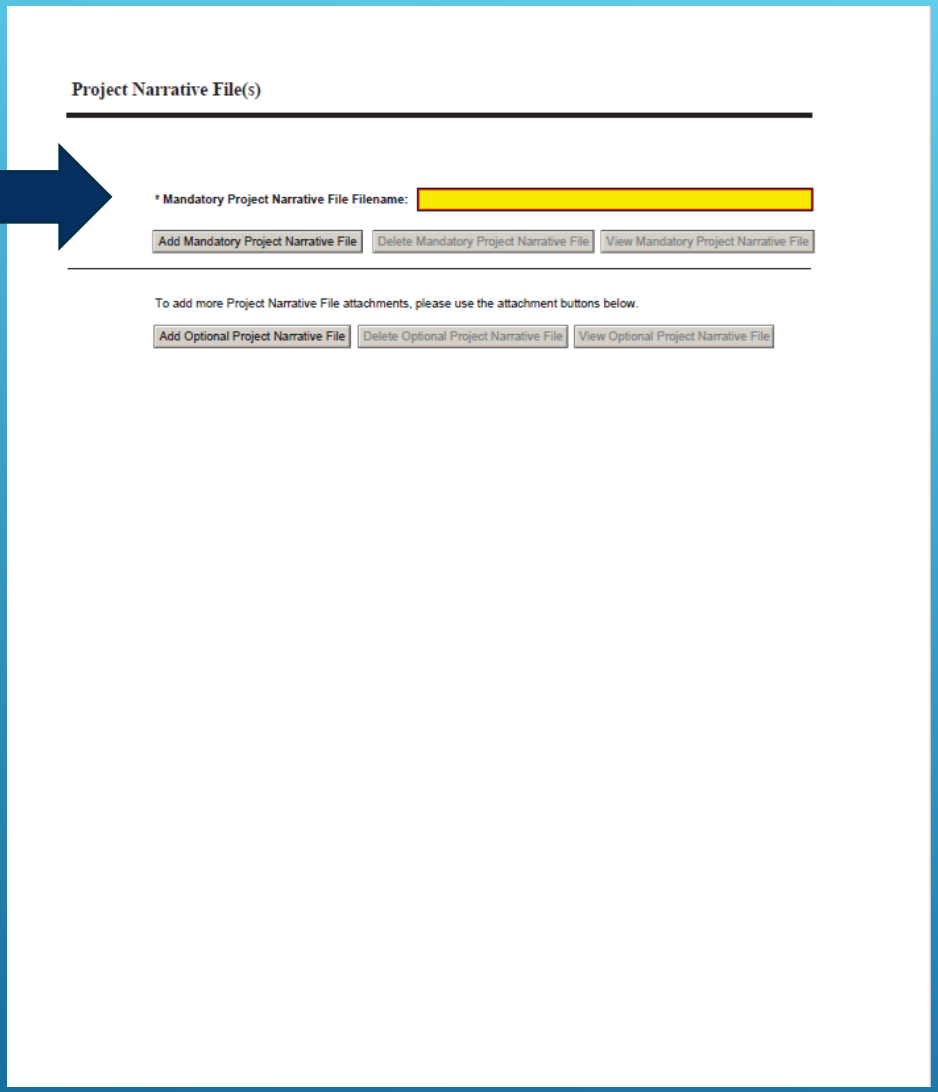
- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample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

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

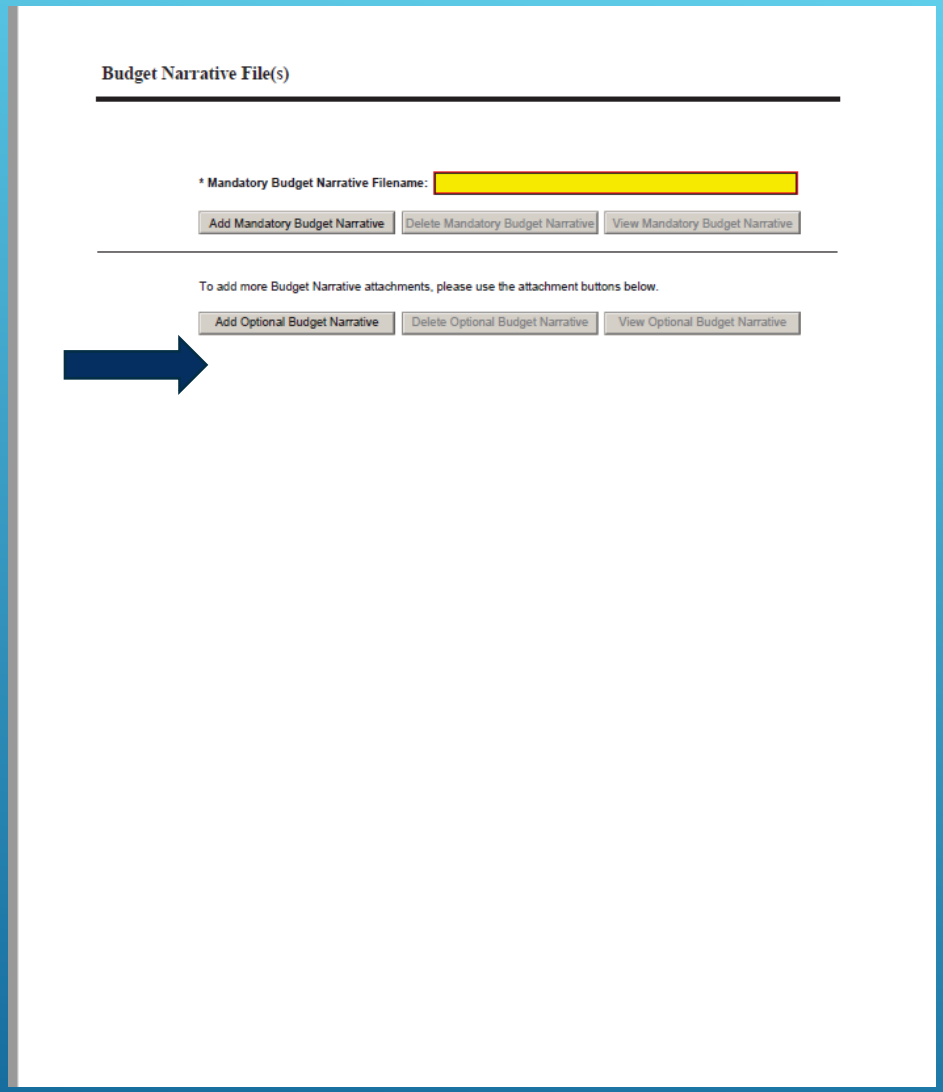
You must attach one and only one file to this page.

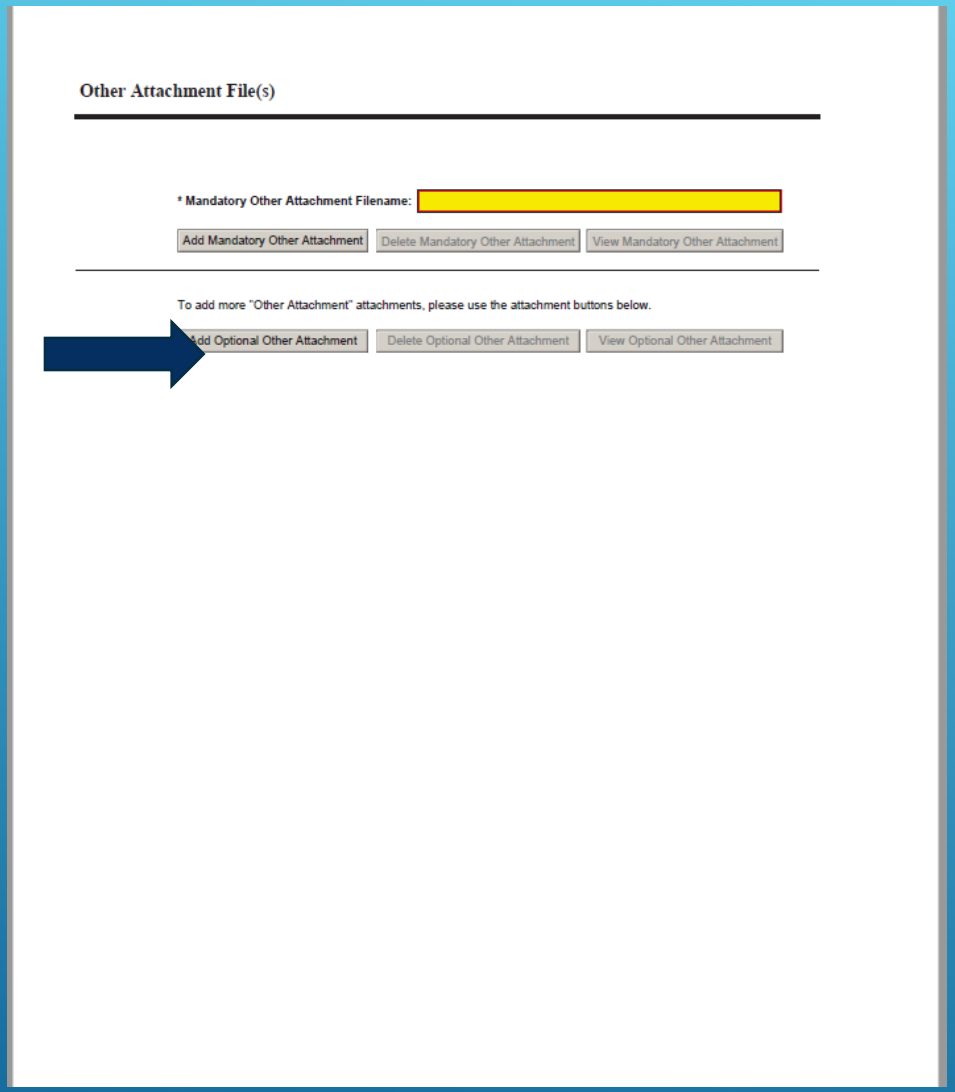
* Attachment: Add Attachment | Delete Attachment | View Attachment





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Budget Narrative File(s)
* Mandatory Budget Narrative Filename:
Add Mandatory Budget Narrative
Delete Mandatory Budget Narrative
View Mandatory Budget Narrative
To add more Budget Narrative attachments, please use the attachment buttons below.
Add Optional Budget Narrative
Delete Optional Budget Narrative
View Optional Budget Narrative



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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

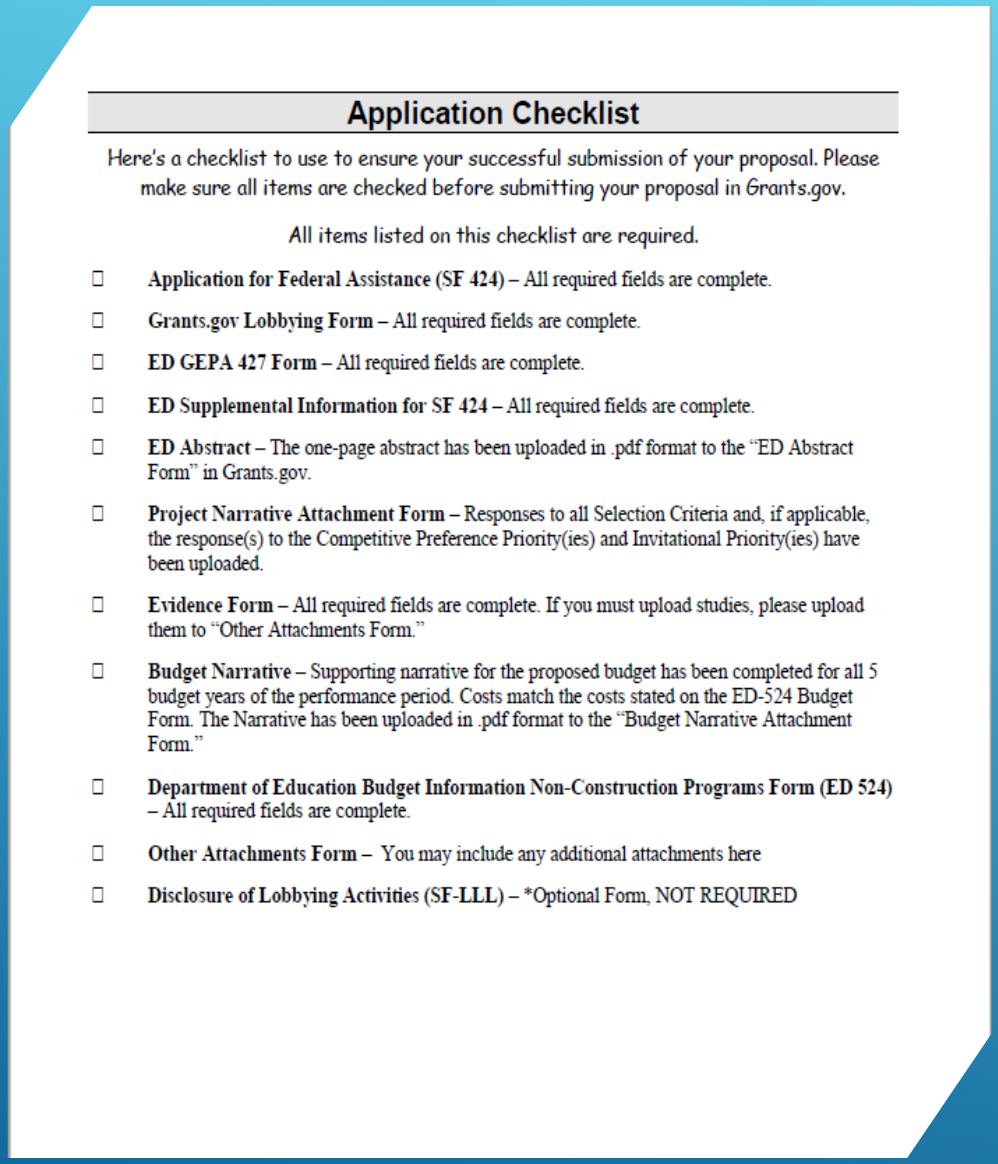
Form Approved

OMB No. 1894-0006, Expiration Date: 1/31/2027

DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: 05/13/2024

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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

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

Office of Postsecondary Education The Notice Published in the Federal Register is your official guide for submitting an application.

DEVELOPING A COMPETITIVE GRANT APPLICATION

Dedicate time and effort to the **Comprehensive Development Plan (CPD)** selection criterion, which is the heart of your application. The CDP is part of the Title V statute and regulations and does not change from year to year. ***In collaboration with your major stakeholders, you must conduct an analysis of your institution's strengths and weaknesses regarding academic programs, institutional management, and fiscal stability.*** This analysis must be accompanied by a 5-year plan to address the weaknesses. Focus on strengthening your academic programming, as well as your financial and administrative management and fiscal stability, in addition to physical and virtual (technological) infrastructure, for lasting change. Endowment funds may be established, and up to 20% of your funds may be used for financial assistance for students.

DEVELOPING A COMPETITIVE GRANT APPLICATION

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

DEVELOPING A COMPETITIVE GRANT APPLICATION

- Identify **goals** for your proposed project, especially how they will focus on Hispanic student academic and career success
- Incorporate 1or more of the **Secretary's Competitive Preference Priorities** into your project design
- Analyze every proposed **activity** to ensure that it is attainable, meaningful, and measurable
- Use the identified Government Performance and Results Act (GPRA) program **performance measures** to build your project assessments

DEVELOPING A COMPETITIVE GRANT APPLICATION

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

DEVELOPING A COMPETITIVE GRANT APPLICATION

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

DEVELOPING A COMPETITIVE GRANT APPLICATION

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

LOGISTICAL ADVICE

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

Developing a Competitive Grant Application (Evaluation)

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

1

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

2

Logic model: (also referred to as a theory of action) means a framework that identifies key project components of the proposed project (*i.e.*, the active ''ingredients'' that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.

3

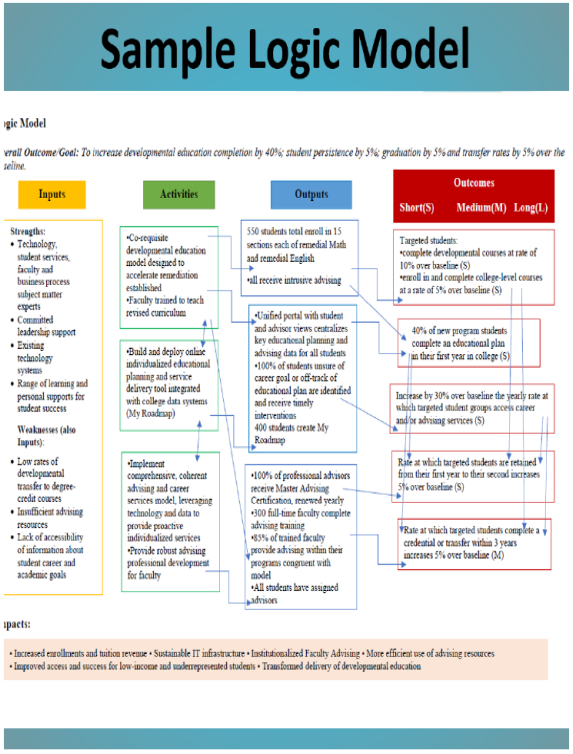
Promising Evidence: *evidence* means that there is evidence of the effectiveness of a key project component in improving a relevant outcome, based on a relevant finding from a WWC practice guide or intervention report or a single study reviewed by the Department

EVIDENCE DEFINITIONS USED IN TITLES III & V/HSI PROGRAMS

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

Use logic models to meet the evidence standard and to innovate

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

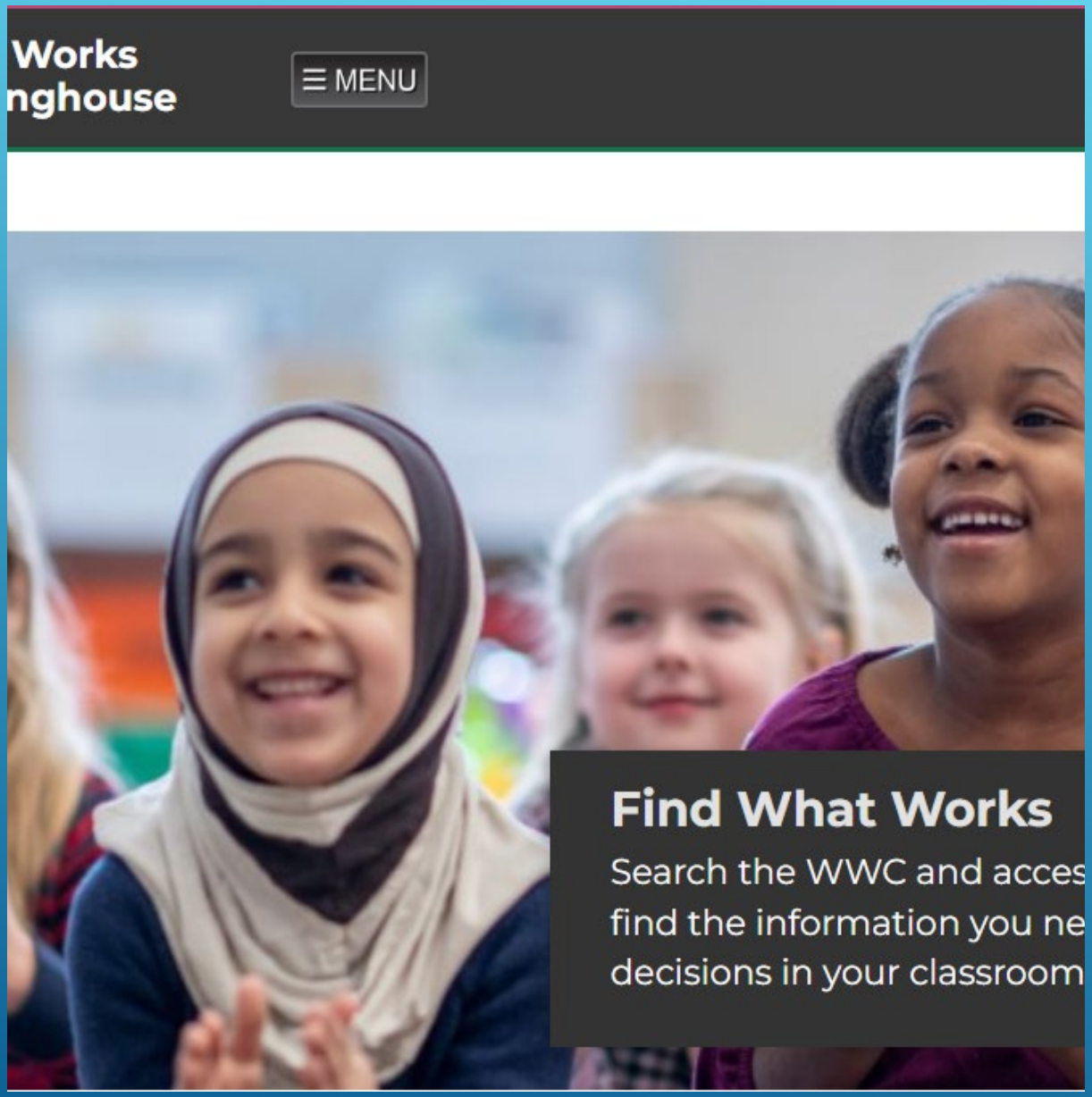


Start thinking about your **logic model now**

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

ADDITIONAL RESOURCES

- Logic Models: Theory and Fundamentals (video)
- Logic Models 101 (video)
- What Makes a Good Logic Model (video)
- ELM Application (downloadable)
- REL various resources



WHAT WORKS CLEARINGHOUSE (WWC)

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

EVALUATION & EVIDENCE RESOURCES

- Evidence-based policy resources, including ED's Data Strategy and ED's evaluation policy
- Institute of Education Science (IES)
- National Center for Education Statistics (NCES)
- Integrated Postsecondary Education Data System (IPEDS)
- What Works Clearinghouse (WWC)
- Regional Educational Laboratories
- National Library of Education
- OSEP Ideas that Work (Grantees)
- OESE Resources for Project Evaluators and Directors



FEDERAL EVIDENCE CLEARINGHOUSES

▼ EVIDENCE CLEARINGHOUSES

- Clearinghouse for Labor Evaluation and Research (CLEAR): U.S. Department of Labor
- Clearinghouse for Military Family Readiness: The Pennsylvania State University
- CrimeSolutions: National Institute of Justice, U.S. Department of Justice
- Evidence Exchange: Corporation for National and Community Service
- Home Visiting Evidence of Effectiveness (HomVEE): Administration for Children and Families, U.S. Department o Health and Human Services
- National Registry of Evidence-Based Programs and Practices (NREPP): Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services
- Pathways to Work Evidence Clearinghouse: Administration for Children and Families, U.S. Department of Health Human Services
- Results First Clearinghouse Database: The PEW Charitable Trusts
- Self-Sufficiency Research Clearinghouse: Administration for Children and Families, U.S. Department of Health a Human Services (operated by ICF International)
- What Works Clearinghouse (WWC): U.S. Department of Education

Additional evidence resources at GSA's Office of Evaluation Sciences



Resources

HSI Division

https://www.youtube.com/playlist?list=PLNvZOA2puYOgpRJLkBvsobcMi6X041xrY
https://www2.ed.gov/about/offices/list/ope/idues/hsidivision.html

PPOHA Program

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

Eligibility Information

- **Dr. Jason Cottrell at jason.cottrell@ed.gov, Ms. Nemeka Mason at Nemeka.Mason@ed.gov , or Mr. Christopher Smith at christopher.smith@ed.gov**
- **Webpage is** https://www2.ed.gov/about/offices/list/ope/idues/eligibility.html

Final Tips for Applicants

FINAL TIPS

Leverage	Leverage resources on campus as you plan.
Read	Read the NIA thoroughly.
Download	Down the Application Package and read it thoroughly.
Register on	Register on Grants.gov and make sure your AOR's credentials are current.
Be	Be realistic and straightforward about every aspect of your project design.
Dedicate	Dedicate adequate resources and time to develop your grant application.
Know	Know your budget and ensure costs are allocable, reasonable, and allowable.
Write	Write a narrative that is organized, complete, and follows the order of the Selection Criteria.
Submit	Submit early!

HISPANIC-SERVING INSTITUTIONS (HSI) DIVISION

DR. STACEY SLIJEPCEVIC, DIVISION DIRECTOR

STACEY.SLIJEPCEVIC@ED.GOV, 202-453-6150

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Rick Gaona

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Njeri Clark, DHSI Program Lead

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- 202-453-6224

Jymece Seward, HSI-STEM Lead

- Jymece.Seward@ed.gov
- 202-453-6138

Kurrinn Abrams

- Kurrinn.Abrams2@ed.gov
- 202-987-1920

Margarita Meléndez, PPOHA Program Lead

- Margarita.Melendez@ed.gov
- 202-987-0408

PPOHA FY 2024 Competition:
Application Deadline

May 13, 2024 (Monday)

11:59:59 PM Eastern Time

SUBMIT EARLY TO ENSURE A SUCCESSFUL SUBMISSION!!!



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