U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education

Washington, DC 20202

Fiscal Year 2023

APPLICATION FOR GRANTS

UNDER THE DEVELOPING

HISPANIC-SERVING INSTITUTIONS PROGRAM

CFDA NUMBER: 84.031S

Form Approved

OMB No. 1840-0745, Expiration Date: XX/XX/XXXX

DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: <mark>TBD</mark>

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

<mark>TBD 2023</mark>

Dear Applicant:

Thank you for your interest in applying for a grant under the fiscal year (FY) 2023 Title V, Part A, Developing Hispanic-Serving Institutions (DHSI) Program. This letter highlights items in the application package that will be important to you in applying for a grant under this program.

The dynamics of the Covid-19 pandemic and its impact continue to evolve. The pandemic has led to a wide range of disruptions for college students and the institutions they attend. While the disruptions and their effects have led to severe declines in enrollment and retention of Hispanic students nationwide, we know that our students are resilient. We know that they are hopeful. It is imperative that educators are deliberate, now more than ever, in their approaches to re-engage, inspire, and teach our students. As such, we invite you to propose projects that are designed to address the impacts of the COVID-19 pandemic, including impacts that extend beyond the duration of the pandemic itself, on the students most impacted by the pandemic, with a focus on underserved students and the educators who serve them, through priority areas described in the Notice Inviting Applications (NIA).

The FY 2023 DHSI grant application also contains two competitive preference priorities and one invitational priority, which are described in the NIA. We sincerely hope applicants will consider addressing these priorities. 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.

This application package provides tips for submitting a complete application and includes the NIA published in the Federal Register. The NIA published in the Federal Register is the official document describing the requirements for submitting a DHSI Program grant application. You should not rely upon any other information that is inconsistent with the guidance contained in the official document. We also encourage applicants to review the "Competition Highlights" found in this application package for an overview of important items. Additional information on the

DHSI program is accessible on the Department's website at https://www2.ed.gov/programs/idueshsi/index.html.

If you have any questions or require additional information, please contact Njeri Clark, competition manager, at Njeri.Clark@ed.gov or (202) 453-6224. We appreciate your interest in the DHSI Program and look forward to receiving your application.

Sincerely,

/s/

Nasser H. Paydar, Ph.D.
Assistant Secretary for Postsecondary Education

Competition Highlights

1. Developing Hispanic-Serving Institutions grant applications for FY 2023 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 TBD, 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.

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 type of grant: Individual Development Grants only. For this competition, an eligible institution of higher education may submit **one** Individual Development Grant application.

6. We will not make an award exceeding the maximum allowable amount for a single budget period of 1 year. (See Notice Inviting Applications for information on the maximum allowable amount.)

7. There is one Invitational Priority for this competition. You are encouraged, but not required, to meet this priority. No additional points will be awarded if you meet this priority. There are two Competitive Preference Priorities for this competition. We will award an application up to five (5) additional points for each priority. Applicants may respond to one or both competitive preference priorities for a total of up to ten (10) additional points.

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

9. Applicants **must** complete the "**DHSI Program Profile Form**" located in this application package. This form serves as the assurance regarding the Hispanic enrollment required by the program's statutory language.

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

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

12. Applicants are reminded that the Notice Inviting Applications 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.

13. 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 Njeri Clark at Njeri.clark@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; Developing Hispanic-Serving

Institutions Program

AGENCY: Office of Postsecondary Education, Department of

Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a

notice inviting applications for new awards for fiscal year (FY)

2023 for the Developing Hispanic-Serving Institutions (DHSI)

Program, Assistance Listing Number (ALN) 84.031S. This notice

relates to the approved information collection under OMB control

number 1840-0745.

DATES:

Applications Available: [INSERT DATE OF PUBLICATION IN THE

FEDERAL REGISTER].

Deadline for Transmittal of Applications: [INSERT DATE 60 DAYS

AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Intergovernmental Review: [INSERT DATE 120 DAYS

AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

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 www.federalregister.gov/d/2022-

26554. Please note that these Common Instructions supersede the version published on December 27, 2021.

FOR FURTHER INFORMATION CONTACT: Njeri Clark, U.S. Department of Education, 400 Maryland Avenue, SW, room 2B186, Washington, DC 20202-4260. Telephone: (202) 453-6224. Email: Njeri.Clark@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The DHSI Program provides grants to assist Hispanic-Serving Institutions (HSIs) with expanding educational opportunities for, and improving the academic attainment of, Hispanic students. DHSI Program grants enable HSIs to expand and enhance the academic offerings, program quality, faculty quality, and institutional stability of colleges and universities that are educating the largest enrollment of Hispanic college students and help large numbers of Hispanic students and other low-income individuals complete postsecondary degrees.

Background: In a February 2022 article published in the Chronicle of Higher Education titled, "The Missing Hispanic Students: Higher ed's future and the economy depends on their

coming back to college," the author highlights how the COVID-19 pandemic threatened the progress made in postsecondary enrollment of Hispanic students over the last decade and calls attention to the negative impact on institutions and communities from the loss of Hispanic students.[1] According to the National Student Clearinghouse Research Center, Hispanic undergraduate enrollment fell 7 percent from 2019 to 2021.[2] To address this decline, the re-engagement and retention of students, especially Hispanic students, will require targeted supports, including those that leverage technology, and holistic wraparound services.

Through leadership, practice, and data that support evidence-based decision-making, HSIs can foster a strong sense of belonging and implement robust academic programs that focus on student learning through high-impact practices. In FY 2022, the Department's Hispanic-Serving Institutions Division held a listening session with institutions recognized for their leadership in serving Hispanic students. In the listening session, these institutions identified a number of practices that, when implemented intentionally, may contribute to student success. The institutions identified academic offerings such as undergraduate research experiences and support services such as advising and mentoring that promote retention and degree

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[1] www.chronicle.com/article/the-missing-hispanic-students.
[2] https://nscresearchcenter.org/stay-informed/.

completion. Additionally, these institutions noted the
importance of having leadership that is committed both to
promoting access to the institution, but also to providing the
necessary academic, social, and emotional supports needed to
promote student success.

    To this end, this competition includes two competitive
preference priorities and one invitational priority that are
designed to support students holistically and promote continual
success.

Priorities: This notice contains two competitive preference
priorities and one invitational priority. The competitive
preference priorities are from the Secretary's Supplemental
Priorities and Definitions for Discretionary Grant Programs,
published in the *Federal Register* on December 10, 2021 (86 FR
70612) (Supplemental Priorities).

Competitive Preference Priorities: For FY 2023 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 5 points to an application for each
priority, 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 10 additional points.

    These priorities are:

Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs (up to 5 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students by creating a positive, inclusive, and identity-safe climate at institutions of higher education through one or more of the following activities:

(a) Fostering a sense of belonging and inclusion for underserved students.

(b) Implementing evidence-based practices for advancing student success for underserved students.

(c) 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.

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 addressing one or more of the following priority areas:

(a) Increasing postsecondary education access and reducing the cost of college by creating clearer pathways for students

between institutions and making transfer of course credits more seamless and transparent.

(b) Increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs, which may include strategies related to college preparation, awareness, application, selection, advising, counseling, and enrollment.

(c) Establishing a system of high-quality data collection and analysis, such as data on persistence, retention, completion, and post-college outcomes, for transparency, accountability, and institutional improvement.

(d) Supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, career services, credit-bearing academic undergraduate courses focused on career, and programs to meet basic needs, such as housing, childcare and transportation, student financial aid, and access to technological devices.

Invitational Priority: For FY 2023 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority. Under 34 CFR 75.105(c)(1), we do not give an application that

meets this invitational priority a competitive or absolute preference over other applications.

This priority is:

Addressing the Impact of COVID-19 on Students, Educators, and Faculty.

Projects that are designed to address the impacts of the COVID-19 pandemic, including impacts that extend beyond the duration of the pandemic itself, on the students most impacted by the pandemic, with a focus on underserved students and the educators who serve them, through one or more of the following priority areas:

(a) Providing resources and supports to meet the basic, fundamental, health and safety needs of students and educators.

(b) Addressing educator, faculty, and staff well-being.

(c) Using evidence-based instructional approaches or supports to assist individuals who did not enroll in, withdrew from, or reduced course loads in postsecondary education or training programs due to COVID-19 to enroll in, remain enrolled in, and complete credit-bearing coursework and earn recognized postsecondary credentials.

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

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

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

Demonstrates a rationale means 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.

Department means the U.S. Department of Education.

Disconnected youth means an individual, between the ages 14 and 24, who may be from a low-income background, experiences homelessness, is in foster care, is involved in the justice system, or is not working or not enrolled in (or at risk of dropping out of) an educational institution.

English learner means an individual who is an English learner as defined in section 8101(20) of the Elementary and Secondary Education Act of 1965, as amended, or an individual who is an English language learner as defined in section 203(7) of the Workforce Innovation and Opportunity Act.

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.

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

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

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

subgrantees and contractors, that may receive funds from a grantee pursuant to a subgrant or contract.

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

Note: In developing logic models, applicants may want to use resources such as the Pacific Education Laboratory's Logic Model Application (www.ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp).

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

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

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

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

(i) A practice guide prepared by 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 outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.

Subgrant means an award of financial assistance in the form of money, or property in lieu of money, made under a grant by a grantee to an eligible subgrantee. The term includes financial assistance when provided by contractual or any other form of legal agreement, but does not include procurement purchases, nor does it include any form of assistance that is excluded from the definition of "grant or award" in this part (See 2 CFR 200.92, "Subaward").

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

(a) A student who is living in poverty or is served by schools with high concentrations of students living in poverty.

(b) A student of color.

(c) An English learner.

(d) A disconnected youth.

(e) A technologically unconnected youth.

(f) A migrant student.

(g) A student experiencing homelessness or housing insecurity.

(h) A student without documentation of immigration status.

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

(j) A student enrolling in or seeking to enroll in postsecondary education for the first time at the age of 20 or older.

(k) A student who is working full-time while enrolled in postsecondary education.

(l) A student who is enrolled in or is seeking to enroll in postsecondary education who is eligible for a Pell Grant.

(m) An adult student in need of improving their basic skills or an adult student with limited English proficiency.

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.

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

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

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The regulations for this program in 34 CFR part 606. (e) The Supplemental Priorities.

II. Award Information

Type of Award: Discretionary grants. Five-year Individual Development Grants only. Cooperative Arrangement Grants and Planning Grants will not be awarded in FY 2023.

Estimated Available Funds: $38,048,815.

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

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

Estimated Average Size of Awards: $575,000.

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

Estimated Number of Awards: 65.

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

Project Period: Up to 60 months.

III. Eligibility Information and Supplemental Requirements

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

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

    (ii) Have, except as provided in section 522(b) of the HEA, average education and general expenditures that are low, per full-time equivalent (FTE) undergraduate student, in comparison with the average education and general expenditures per FTE undergraduate student of institutions that offer similar

instruction (section 502(a)(2)(A)(ii) of the HEA; 20 U.S.C.
1101a(a)(2)(A)(ii));

Note: To demonstrate an enrollment of needy students and low
average education and general expenditures per FTE undergraduate
student, an IHE must be designated as an "eligible institution"
in accordance with 34 CFR 606.2 through 606.5 and the notice
inviting applications for designation as an eligible institution
for the fiscal year for which the grant competition is being
conducted.

Note: The notice announcing the FY 2023 process for designation
of eligible institutions, and inviting applications for waiver of
eligibility requirements, was published in the *Federal Register*
on January 17, 2023 (88 FR 2611). Only institutions that the
Department determines are eligible, or are granted a waiver, may
apply for a grant in this program.

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

     (iv) Be legally authorized to provide, and provides within
the State, an education program for which the institution awards
a bachelor's degree (section 502(a)(2)(A)(iii) of the HEA; 20

U.S.C. 1101a(a)(2)(A)(iii)), or be a junior or community college (section 502(a)(2)(A)(iii) of the HEA; 20 U.S.C. 1101a(a)(2)(A)(iii));

(v) Have an enrollment of undergraduate FTE students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application (section 502(a)(5)(B) of the HEA; 20 U.S.C. 1101a(a)(5)(B)); and

(vi) Provide, as an attachment to the application, the documentation the IHE relied upon in determining that at least 25 percent of the IHE's undergraduate FTE students are Hispanic. The 25 percent requirement applies only to undergraduate Hispanic students and is calculated based upon FTE students as defined in section 502(a)(4) of the HEA. Instructions for formatting and submitting the verification documentation to Grants.gov are in the application package for this competition.

(b) For this program, the "end of the award year immediately preceding the date of application" refers to the end of the fiscal year prior to the application due date. For purposes of this competition, the data that we will use to determine percent enrollment is for academic year 2021-2022.

(c) In considering applications for grants under this program, the Department will compare the data and documentation the institution relied on in its application with data reported to the Department's Integrated Postsecondary Education Data

System (IPEDS), the IHE's State-reported enrollment data, and the institutional annual report. If different percentages or data are reported in these various sources, the institution must, as part of the 25 percent assurance verification, explain the reason for the differences. If the IPEDS data show that less than 25 percent of the institution's undergraduate FTE students are Hispanic, the burden is on the institution to show that the IPEDS data are inaccurate. If the IPEDS data indicate that the institution has an undergraduate FTE less than 25 percent, and the institution fails to demonstrate that the IPEDS data are inaccurate, the institution will be considered ineligible.

(d) A grantee under the DHSI Program, which is authorized by title V of the HEA, may not receive a grant under any HEA, title III, part A or part B program (section 505 of the HEA; 20 U.S.C. 1101d). The title III, part A programs include the Strengthening Institutions Program, the American Indian Tribally Controlled Colleges and Universities Program, the Alaska Native and Native Hawaiian-Serving Institutions Programs, the Asian American and Native American Pacific Islander-Serving Institutions Program, the Predominantly Black Institutions Program, and the Native American-Serving Non-Tribal Institutions Program. Furthermore, a current DHSI Program grantee may not give up its HSI grant in order to receive a grant under any title III, part A program (34 CFR 606.2(c)(1)).

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

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

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

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

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

d. <u>Administrative Cost Limitation</u>: 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.

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.
Please note that these Common Instructions supersede the version
published on December 27, 2021.

     2. Submission of Proprietary Information: Given the types
of projects that may be proposed in applications for the DHSI
Program, your application may include business information that

you consider proprietary. In 34 CFR 5.11 we define "business information" and describe the process we use in determining whether any of that information is proprietary and, thus, protected from disclosure under Exemption 4 of the Freedom of Information Act (5 U.S.C. 552, as amended).

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

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

3. <u>Intergovernmental Review</u>: This program 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. <u>Funding Restrictions</u>: We specify unallowable costs in 34 CFR 606.10(c). We reference additional regulations outlining funding restrictions in the <u>Applicable Regulations</u> 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 and (2) use the following standards:

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

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

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

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

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

6. <u>Notice of Intent to Apply</u>: 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. <u>Selection Criteria</u>: 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 10 additional points to an application under the

competitive preference priorities, for a total score of up to 110

points. The maximum score for each criterion is noted in

parentheses.

(a) <u>Quality of the applicant's comprehensive development</u>

<u>plan</u>. (Up to 25 points)

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

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

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

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

(4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources (Up to 5 points); and

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

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

    (1) Academic programs;

    (2) Institutional management; and

    (3) Fiscal stability.

    (b) <u>Quality of the project design</u>. (Up to 15 points)

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

    (1) The extent to which the proposed project demonstrates a rationale (as defined in this notice) (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).

<u>Note</u>: To establish that their projects "demonstrate a rationale," applicants must use a logic model (as defined in this notice) and identify research or evaluation findings suggesting that a key project component is likely to improve a relevant outcome. To establish that their projects are supported by "promising evidence," applicants should cite the supporting study or studies that meet the conditions in the definition of "promising evidence" and attach the study(ies) as part of the application attachments. In addressing "promising evidence,"

applicants are encouraged to align the direct student services proposed in this application to evidence-based practices identified in the selected studies. Note that the research cited to address the "promising evidence" criterion can be the same research provided to demonstrate a rationale, but only applications that include logic models can receive full points under the "demonstrates a rationale" selection factor.

(c) <u>Quality of activity objectives</u>. (Up to 10 points)

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

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

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

(d) <u>Quality of implementation strategy</u>. (Up to 20 points)

The extent to which--

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

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

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

(e) <u>Quality of the project management plan</u>. (Up to 10 points)

The extent to which--

(1) Procedures for managing the project are likely to ensure efficient and effective project implementation (Up to 5 points); and

(2) The project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer (Up to 5 points).

(f) Quality of key personnel. (Up to 5 points)

The extent to which--

(1) The past experience and training of key professional personnel are directly related to the stated activity objectives (Up to 2 points); and

(2) The time commitment of key personnel is realistic (Up to 3 points).

(g) Quality of evaluation plan. (Up to 10 points)

The extent to which--

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

(2) The data analysis procedures are clearly described and are likely to produce formative and summative results on

attaining activity objectives and measuring the success of the
project on achieving the goals of the comprehensive development
plan (Up to 5 points).

(h)   Budget.   (Up to 5 points)

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

2.   Review and Selection Process: We remind potential
applicants that in reviewing applications in any discretionary
grant competition, the Secretary may consider, under 34 CFR
75.217(d)(3), the past performance of the applicant in carrying
out a previous award, such as the applicant's use of funds,
achievement of project objectives, and compliance with grant
conditions.   The Secretary may also consider whether the
applicant failed to submit a timely performance report or
submitted a report of unacceptable quality.

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

A panel of three non-Federal reviewers will review and score
each application in accordance with the selection criteria in
this notice, as well as the competitive preference priorities. A

rank order funding slate will be made from this review. Awards
will be made in rank order according to the average score
received from the peer review.

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

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

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

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

(i) Faculty development (1 point);

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

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

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

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

(vi) Student services (2 points).

If a tie remains after applying the tiebreaker mechanism above, priority will be given to applicants that addressed the priority in section 521(d) of the HEA (20 U.S.C. 1103): the Secretary gives priority to an application that contains satisfactory evidence that the Hispanic-Serving Institution has entered or will enter into a collaborative arrangement with at least one local educational agency or community-based organization to provide such agency or organization with assistance (from funds other than funds provided under title 20 of the U.S. Code) in reducing dropout rates for Hispanic students, improving rates of academic achievement for Hispanic students, and increasing the rates at which Hispanic secondary school graduates enroll in higher education.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. <u>Continuation Awards</u>: 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

<u>Accessible Format</u>: Individuals with disabilities can obtain this

document and a copy of the application package in an accessible

format (e.g., braille, large print, audiotape, or compact disc)

on request to the program contact person listed under FOR FURTHER

INFORMATION CONTACT.

<u>Electronic Access to This Document</u>: 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 Postsecondary
Education*.

Title V Program Statute

TITLE V—DEVELOPING INSTITUTIONS PART A—HISPANIC-SERVING INSTITUTIONS

SEC. 501. FINDINGS; PURPOSE; AND PROGRAM AUTHORITY.

(a) FINDING. -- Congress makes the following findings:

   (1) Hispanic Americans are at high risk of not enrolling or graduating from institutions of higher education.

   (2) Disparities between the enrollment of non-Hispanic white students and Hispanic students in postsecondary education are increasing. Between 1973 and 1994, enrollment of white secondary

school graduate in 4-year institutions of higher education increased at a rate two times higher than that of Hispanic secondary school graduates.

(3) Despite significant limitations in resources, Hispanic-serving institutions provide a significant proportion of postsecondary opportunities for Hispanic students.

(4) Relative to other institutions of higher education, Hispanic-serving institutions are under funded. Such institutions receive significantly less in State and local funding, per full-time equivalent student, than other institutions of higher education.

(5) Hispanic-serving institutions are succeeding in educating Hispanic students despite significant resources problems that--

(A) limit the ability of such institutions to expand and improve the academic programs of such institutions; and

(B) could imperil the financial and administrative stability of such institutions.

(6) There is a national interest in remedying the disparities described in paragraphs (2) and (4) and ensuring that Hispanic students have an equal opportunity to pursue postsecondary opportunities.

(b) Purpose. -- The purpose of this title is to--

(1) expand educational opportunities for, and improve the academic attainment of Hispanic students, and;

(2) expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large number of Hispanic students and other low-income individuals complete postsecondary degrees.

(c) Program Authority. -- The Secretary shall provide grants and related assistance to Hispanic-serving institutions to enable such institutions to improve and expand their capacity to serve Hispanic students and other low-income individuals.

SEC. 502. DEFINITIONS; ELIGIBILITY.

(a) Definitions. For the purpose of this title:

(1) EDUCATIONAL AND GENERAL EXPENDITURES. The term "educational and general expenditures" means the total amount expended by an institution for instruction, research, public service, academic support (including library expenditures), student services, institutional support, scholarships and fellowships, operation and maintenance expenditures for the physical plant, and an mandatory transfers that the institution is required to pay by law.

(2) ELIGIBLE INSTITUTION. The term "eligible institution" means--

(A) an institution of higher education--

(i) has an enrollment of needy students as required by subsection (b);

(ii) except as provided in section 512(b), the average educational and general expenditures of which are low, per full time equivalent undergraduate student, in comparison with the average educational and general expenditures per full time equivalent undergraduate student of institutions that offer similar instruction:

(iii) that is--

(I) legally authorized to provide, and provides within the State, an education program for which the institution awards a bachelor's degree or

(II) a junior or community college;

(iv) that is accredited by a nationally recognized accrediting agency or association determined by the Secretary to be reliable authority as to the quality of training offered or that is, according to such an agency or association, making reasonable progress toward accreditation;

(v) that meets such other requirements as the Secretary may prescribe; and

(vi) that is located in a State; and

(B) any branch of any institution of higher education described under subparagraph (A) that by itself satisfies the requirements contained in clauses (I) and (ii) of such subparagraph. For purposes of the determination of whether an institution is an eligible institution under this paragraph, the factor described under subparagraph (A)(I) shall be given twice the weight of the factor described under subparagraph (A)(ii).

(3) ENDOWMENT FUND.-- The term "endowment fund" means a fund that

(A) is established by State law, by a Hispanic-serving institution, or by a foundation that is exempt from Federal income taxation;

(B) is maintained for the purpose of generating income for the support of the institution; and

(C) does not include real estate.

(4) FULL-TIME EQUIVALENT STUDENTS.--The term "full-time equivalent students" means the sum of the number of students enrolled full time at an institution, plus the full-time equivalent of the number of students enrolled part time (determined on the basis of the quotient of the sum of the credit hours or all part-time student divided by 12) at such institution.

(5) 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 at the end of the award year immediately preceding the date of application.

(6) JUNIOR OR COMMUNITY COLLEGE. The term "junior or community college" means an institution of higher education--

(A) that admits as regular students persons who are beyond the age of compulsory school attendance in the State in which the institution is located and who have the ability to benefit from the training offered by the institution;

(B) that does not provide an educational program for which the institution awards a bachelor's degree (or an equivalent degree); and

(C) that--

(i) provides an educational program of not less than 2 years in duration that is acceptable for full credit toward such a degree; or

(ii) offers a 2-year program in engineering, mathematics or the physical or biological sciences, designed to prepare a student to work as a technician or a the semiprofessional level in engineering, scientific, or other technological fields requiring the understanding the application of basic engineering, scientific, or mathematical principles of knowledge.

(b) Enrollment of Needy Students.-- For the purpose of this title, the term "enrollment of needy students" means an enrollment at an institution with respect to which--

(1) at least 50 percent of the degree students so enrolled are receiving need-based assistance under title IV in the second fiscal year preceding the fiscal year for which the determination is made (other than loans for which an interest subsidy is paid pursuant to section 428); or

(2) a substantial percentage of the students so enrolled are receiving Federal Pell Grants in the second fiscal year preceding the fiscal year for which determination is made compared to the percentage of students receiving Federal Pell Grants at all such institutions in the second fiscal year preceding the fiscal year for which the determination is made, unless the requirement of this paragraph is waived under section 512(a).

SEC. 503. AUTHORIZED ACTIVITIES.

(a) TYPES OF ACTIVITIES AUTHORIZED. Grants awarded under this title shall be used by Hispanic-serving institutions of higher education to assist the institutions to plan, develop, undertake, and carry out programs to improve and expand such institutions' capacity to serve Hispanic students and other low-income students.

(b) AUTHORIZED ACTIVITIES. Grants awarded under this section 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 in classrooms, libraries, laboratories, and other instructional facilities.

(3) Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.

(4) Purchase of library books, periodicals, and other educational materials, including telecommunications program material.

(5) Tutoring, counseling, and student service programs designed to improve academic success.

(6) Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.

(7) Joint use of facilities, such as laboratories and libraries.

(8) Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.

(9) Establishing or improving an endowment fund.

(10) Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.

(11) Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.

(12) Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.

(13) Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.

(14) Other activities proposed in the application submitted pursuant to section 504 that --

(A) that contribute to carrying out the purposes of this title

(B) are approved by the Secretary as part of the review and acceptance of such application.

(c) Endowment fund limitations. –

(1) Portion of a grant. -- A Hispanic-serving institution may not use more than 20 percent of the grant funds provided under this title for any fiscal year for establishing or improving an endowment fund.

(2) Matching required. -- A Hispanic-serving institution that uses any portion of the grant funds provided under this title for any fiscal year for establishing or improving and endowment fund shall provide from non-Federal funds an amount equal to or greater than the portion.

(3) Comparability. -- The provisions of part C of subchapter III of this chapter regarding the establishment or increase of an endowment fund, that the Secretary determines are not inconsistent with this subsection, shall apply to funds used under paragraph (1).

SEC. 504. DURATION OF GRANT

(a) Award Period - The Secretary may award a grant to a Hispanic-serving institution under this title for 5 years.

(b) Planning grants. Notwithstanding subsection (a), the Secretary may award a grant to a Hispanic-serving institution under this part for a period of one year for the purpose of preparation of plans and applications for a grant under this title.

SEC. 505. SPECIAL RULE

   No Hispanic-serving institution that is eligible for and receives funds under this title may concurrently receive other funds under part A or B of Title III during the period for which funds under this title are awarded.

PART B--GENERAL PROVISIONS

SEC. 511. ELIGIBILITY; APPLICATION.

(a) Institutional Eligibility. Each Hispanic-serving institution desiring to receive assistance under this title shall submit to the Secretary such enrollment data as may be necessary to demonstrate that the institution is a Hispanic-serving institution as defined in section 502, along with such other data and information as the Secretary may be regulation require.

(b) Applications.

   (1) Applications required. Any institution which is eligible for assistance under this subchapter shall submit to the Secretary an application for assistance at such time, in such form, and containing such information, as may be necessary to enable the Secretary to evaluate the institution's need for assistance. Subject to the availability of appropriations to carry out this title, the Secretary may approve an application for a grant under this title only if the Secretary determines that-

(A) the application meets the requirements of subsection (b); and

(B) the institution is eligible for assistance in accordance with the provisions of this title under which the assistance is sought.

   (2) Preliminary Applications. -- In carrying out paragraph (1), the Secretary may develop a preliminary application for use by Hispanic-serving institutions applying under this title prior to the submissions of the principal application.

(c) Contents. A Hispanic-serving institution, in the institution's application for a grant, shall -

   (1) set forth, or describe how the institution will develop, a comprehensive development plan to strengthen the institution's academic quality and institutional management, and otherwise provide for institutional self-sufficiency and growth (including measurable objectives for the institution and the Secretary to use in monitoring the effectiveness of activities under this subchapter);

   (2) include a 5-year plan for improving the assistance provided by the Hispanic-serving institution to Hispanic students and other low-income individuals;

   (3) set forth policies and procedures to ensure that Federal funds made available under this subchapter for any fiscal year will be used to supplement and, to the extent practical, increase the funds that would otherwise be made available for the purposes of section 501(b), and in no case supplant those funds;

   (4) set forth policies and procedures for evaluating the effectiveness in accomplishing the purpose of the activities for which a grant is sought under this title;

   (5) provide for such fiscal control and fund accounting procedures as may be necessary to ensure proper disbursement of and accounting for funds made available to the applicant under this title;

   (6) provide that the institution will comply with the limitations set forth in Section 516;

   (7) describe in a comprehensive manner any proposed project for which funds are sought under the application and include--

(A) a description of the various components of the proposed project, including the estimated time required to complete each such component;

(B) in the case of any development project that consists of several components (as described by the institution pursuant to subparagraph (A)), a statement identifying those components which, if separately funded, would be sound investments of Federal funds only if funded under this title in conjunction with other parts of the development project (as specified by the institution);

(C) an evaluation by the applicant of the priority given any proposed project for which funds are sought in relation to any other projects for which funds are sought by the applicant under this title, and a similar evaluation regarding priorities among the components of any single proposed project (as described by the applicant pursuant to subparagraph (A));

(D) a detailed budget showing the manner in which funds for any proposed project would be spent by the applicant; and

(E) a detailed description of any activity which involves the expenditure of more than $25,000, as identified in the budget referred to in subparagraph (E); and

(8) provide for making reports, in such form and containing such information, as the Secretary may require to carry out the Secretary's functions under this title, including not less than one report annually setting forth the institution's progress toward achieving the objectives for which the funds were awarded and for keeping such records and affording such access to such records, as the Secretary may find necessary to assure the correctness and verification of such reports; and

(9) include such other information as the Secretary may prescribe.

(d) Priority. With respect to applications for assistance under this section, the Secretary shall give priority to an application that contains satisfactory evidence that the Hispanic-serving institution has entered into or will enter into a collaborative arrangement with at least one local education agency or community-based organization to provide such agency or organization with assistance (from funds other than funds provided under this title) in reducing dropout rates for Hispanic students, improving rates of academic achievement for Hispanic students, and increasing the rates at which Hispanic secondary school graduates enroll in higher education.

(e) Eligibility Data. The Secretary shall use the most recent and relevant data concerning the number and percentage of students receiving need-based assistance under IV in making eligibility determinations and shall advance the base-year for the determinations forward following each annual grant cycle.

SEC. 512. WAIVER AUTHORITY AND REPORTING REQUIREMENT

(a) Waiver requirements; need-based assistance students. The Secretary may waive the requirements set forth in section 502(a)(2)(A)(I) in the case of an institution

(1) that is extensively subsidized by the State in which it is located and charges low or no tuition;

(2) which serves a substantial number of low-income students as a percentage of its total student population;

(3) that is contributing substantially to increasing higher education opportunities for educationally disadvantaged, underrepresented, or minority students, who are low-income individuals;

(4) which is substantially increasing higher educational opportunities for individuals in rural or other isolated areas which are unserved by postsecondary institutions;

(5) wherever located, if the Secretary determines that the waiver will substantially increase higher education opportunities appropriate to the needs of Hispanic Americans.

(b) Waiver determinations; expenditures-- (1) The Secretary may waive the requirements set forth in section 502(a)(2)(A)(ii) if the Secretary determines, based on persuasive evidence submitted by the institution, that the institution's failure to meet that criterion is due to factors which, when used in the determination of compliance with such criterion, distort such

determination, and that the institution's designation as an eligible institution under part A is otherwise consistent with the purposes of this title.

   (2) Expenditures--The Secretary shall submit to the Congress every other year a report concerning the institutions that, although not satisfying the requirements of section 502(a)(2)(A)(ii), have been determined to be eligible institutions under part A. Such report shall-

(A) identify the factors referred to in paragraph (1) which were considered by the Secretary as factors that distorted the determination of compliance with clauses (I) and (ii) of section 502(a)(2)(A); and

(B) contain a list of each institution determined to be an eligible institution under part A including a statement of the reasons for each such determination.

SEC. 513. APPLICATION REVIEW PROCESS

 (a) Review panel.-- All applications submitted under this title by Hispanic serving institutions of higher education shall be read by a panel of readers composed of individuals selected by the Secretary and who include individuals representing Hispanic-serving institutions. The Secretary shall ensure that no individual assigned under this section to review any application has any conflict of interest with regard to that application which might impair the impartiality with which that individual conducts the review under this section.

(b) Instruction.-- All readers selected by the Secretary shall receive thorough instruction from the Secretary regarding the evaluation process for applications submitted under this title that are consistent with the provisions of this title, including--

   (1) an enumeration of the factors to be used to determine the quality of applications submitted under this title; and

   (2) an enumeration of the factors to be used to determine whether a grant should be awarded for a project under this title, the Secretary shall take into consideration the amount of any such grant, and the duration of any such grant.

(c) Recommendations of panel. In awarding grants under this title, the Secretary shall take into consideration the recommendations of the panel made under subsection (a).

(d) Notification. Not later than June 30 of each year, the Secretary shall notify each Hispanic-serving institution making an application under this title of

   (1) the scores given the applicant by the panel pursuant to this section;

   (2) the recommendations of the panel with respect to such application; and

   (3) the reasons for the decision of the Secretary in awarding or refusing to award a grant under this title, and any modifications, if any, in the recommendations of the panel made by the Secretary.

SEC. 514. COOPERATIVE ARRANGEMENTS

(a) General authority. The Secretary may make grants to encourage cooperative arrangements with funds available to carry out this title, between Hispanic-serving institutions eligible for assistance under this title and between such institutions and institutions not receiving assistance under this title, for assistance under this title, for the activities described in section 503 so that the resources of the cooperating institutions might be combined and shared in order to achieve the purposes of this title, to avoid costly duplicative efforts and to enhance the development of part A and part B eligible institutions.

(b) Priority. The Secretary shall give priority to grants for the purposes described under subsection (a) whenever the Secretary determines that the cooperative arrangement is geographically and economically sound or will benefit the applicant Hispanic-serving institution.

(c) Duration. Grants to Hispanic-serving institutions having a cooperative arrangement may be made under this section for a period as determined under section 505.

SEC. 515. ASSISTANCE TO INSTITUTIONS UNDER OTHER PROGRAMS

(a) Assistance eligibility. Each Hispanic-serving institution that the Secretary determines to be an institution eligible under this title may be eligible for waivers in accordance with subsection (b).

(b) Waiver applicability

   (1) In General-Subject to, and in accordance with, regulations promulgated for the purposes of this section, in the case of any application by a Hispanic-serving institution referred to in subsection (a) for assistance under any programs specified in paragraph (2), the Secretary is authorized, if such application is otherwise approvable, to waive any requirement for a non-Federal share of the cost of the program or project, or, to the extent not inconsistent with other law, to give, or require to be given, priority consideration of the application in relation to applications from other institutions.

   (2) The provisions of this section shall apply to any program authorized by Title IV or section 604.

(c) Limitation. The Secretary shall not waive, under subsection (b) of this section, the non-Federal share requirement for any program for applications which, if approved, would require the expenditure of more than 10 percent of the appropriations for the program for any fiscal year.

SEC. 516. LIMITATIONS

The funds appropriated under section 518 may not be used

   (1) for a school or department of divinity or any religious worship or sectarian activity;

   (2) for an activity that is inconsistent with a State plan for desegregation of higher education applicable to a Hispanic-serving institution;

   (3) for an activity that is inconsistent with a State plan of higher education applicable to a Hispanic-serving institution; or

(4) for purposes other than the purposes set forth in the approved application under which the funds were made available to a Hispanic-serving institution.

SEC. 517. PENALTIES

Whoever, being an officer, director, agent, or employee of, or connected in any capacity with, any recipient of Federal financial assistance or grant pursuant to this subchapter embezzles, willfully misapplies, steals, or obtains by fraud any of the funds which are the subject of such grant or assistance, shall be fined not more than $10,000 or imprisoned for not more than 2 years, or both.

SEC. 518. AUTHORIZATIONS OF APPROPRIATIONS

(a) Authorizations. -- There are authorized to be appropriated to carry out this title $62,500,000 for fiscal year 1999, and such sums as may be necessary for each of the 4 succeeding fiscal years.

(b) Use of multiple year awards. In the event of a multiple year award to any Hispanic-serving institution under this title, the Secretary shall make funds available for such award from funds appropriated for this title for the fiscal year in which such funds are to be used by the institution.

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/2020/04/SPOC-4-13-20.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— CFDA# 84.031S, U.S. Department of Education, room 7E200, 400 Maryland Avenue, SW., Washington, DC 20202.

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

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

General Education Provisions Act (GEPA)
Section 427

Section 427 requires each applicant to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color disability,* or *age.*

A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

*Notes:

- Applicants are required to address this provision by completing the ED GEPA 427 Form in Grants.gov.
- All applicants <u>must</u> include information in their applications to address this provision in order to receive funding under this program.

Instructions for Completing the Application

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

The forms are as follows:

1.   **Application for Federal Assistance (SF 424)** - Complete all required fields.
2.   **Certification Regarding Lobbying** - Complete all required fields.
3.   **Disclosure of Lobbying Activities (SF-LLL)** - Complete all required fields.
4.   **GEPA Section 427 requirement** - Applicants must complete the GEPA form in Grants.gov. Instructions are found within this application.
    5.   **Department of Education Supplemental Information for the SF 424** - Complete all required fields.
6.   **U.S. Department of Education Budget Information Non-Construction Programs (SF 524)** - Applicants should include costs for all 5 project years. Section B of this form should only be completed if an Endowment Fund is one of your proposed activities since it requires matching grant funds with non-federal funds. Section C (budget narrative) of this form should be left blank. Applicants will upload their Budget Narrative to the "Budget Narrative Attachment Form" within Grants.gov. **Note**: Indirect costs are not allowed under this program.
7.   **Evidence Form** - 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** - Here is where you will 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** - Here is where you will upload the responses to the selection criteria and if applicable, the invitational and competitive preference priorities responses that will be used to evaluate your application. The recommended page limit is 55 pages.
10.   **Budget Narrative Attachment Form** - Here is where you 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** - Here is where you upload the completed DHSI Program Profile form found within this Application Instructions Booklet. You should recreate the form, complete all fields, include all required supporting documentation, and save the form as a .pdf file. When you recreate the form, do not change any of the original language. This form is mandatory. If it is missing from your application, your application may be deemed ineligible.

> **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 606.22 and 34 CFR 75.210. The Project Narrative is where the applicant provides detailed responses to each selection criterion and if applicable, the response to the Invitational Priority and one or both Competitive Preference Priorities. The maximum possible score for each category of selection criterion is indicated in parenthesis.

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. 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 Invitational and Competitive Preference 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 HSI 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))   (10 points)

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

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

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

Total Maximum Score for Selection Criteria   **100 points**

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

Total maximum score for Competitive Preference Priority #1   **5 points**

Total maximum score for Competitive Preference Priority #2   **5 points**

<u>**TOTAL POSSIBLE SCORE PER APPLICATION**</u>   <u>**110 POINTS**</u>

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; (up to 5 points)
(4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources; (up to 5 points) and
(5) The five-year plan describes how the applicant will improve its services to Hispanic and other low-income students (up to 5 points).
(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 the notice). (up to 5 points)
<u>Note</u>: To establish that their projects "demonstrate a rationale," applicants **must use a logic model** (as defined in this notice). To establish that their projects are supported by "promising evidence," applicants should cite the supporting study or studies that meets the conditions in the definition of "promising evidence" and attach the studies as part of the application attachments. In addressing "promising evidence," applicants are encouraged to align the direct student services proposed in this application to evidence-based practices identified in the selected studies.
(c) Quality of the activity objectives. (Up to 10 points)
The extent to which the objectives for each activity are--
(1) Realistic and defined in terms of measurable results; (up to 5 points) and
(2) Directly related to the problems to be solved and to the goals of the comprehensive development plan. (up to 5 points)
(d) Quality of the implementation strategy. (Up to 20 points)
The extent to which--
(1) The implementation strategy for each activity is comprehensive; (up to 10 points)

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

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

(e) Quality of the project management plan. (Up to 10 points)

The extent to which--

(1) Procedures for managing the project are likely to ensure efficient and effective project implementation; (up to 5 points) and

(2) The project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer. (up to 5 points)

(f) Quality of the key personnel. (Up to 5 points)

The extent to which--

(1) The past experience and training of key professional personnel are directly related to the stated activity objectives; (up to 2 points) and

(2) The time commitment of key personnel is realistic. (up to 3 points)

(g) Quality of the evaluation plan. (Up to 10 points)

The extent to which--

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

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

(h) Quality of the Budget. (Up to 5 points)

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

YOUR 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

INVITATIONAL PRIORITY:

For FY 2023 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority. We do not give an application that meets this invitational priority a competitive or absolute preference over other applications. There are no points associated with this priority, but we do invite applicants to consider projects that meet this priority.

Mitigation strategies proposed to meet this priority may overlap with strategies proposed in other areas of your application so there may be parts of your application that overlap.

This priority is: <u>Addressing the Impact of COVID-19 on Students, Educators, and Faculty</u>.

Projects that are designed to address the impacts of the COVID-19 pandemic, including impacts that extend beyond the duration of the pandemic itself, on the students most impacted by the pandemic, with a focus on underserved students and the educators who serve them, through one or more of the following priority areas:

(a) Providing resources and supports to meet the basic, fundamental, health and safety needs of students and educators.

(b) Addressing educator, faculty, and staff well-being.

(c) Using evidence-based instructional approaches or supports to assist individuals who did not enroll in, withdrew from, or reduced course loads in postsecondary education or training programs due to COVID-19 to enroll in, remain enrolled in, and complete credit-bearing coursework and earn recognized postsecondary credentials.

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 10 additional points, depending on how well you respond.

<u>Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs</u> (up to 5 points).
Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, in the following area:

(a) Creating a positive, inclusive, and identity-safe climate at institutions of higher education through one or more of the following activities:

(1) Fostering a sense of belonging and inclusion for underserved students;

(2) Implementing evidence-based practices for advancing student success for underserved students;

(3) 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.

<u>Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success</u> (up to 5 points).
Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by addressing one or more of the following priority areas:

(a) Increasing postsecondary education access and reducing the cost of college by creating clearer pathways for students between institutions and making transfer of course credits more seamless and transparent.

(b) Increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs, which may include strategies related to college preparation, awareness, application, selection, advising, counseling, and enrollment.

(c) Establishing a system of high-quality data collection and analysis, such as data on persistence, retention, completion, and post-college outcomes, for transparency, accountability, and institutional improvement.

(d) Supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising,

structured/guided pathways, career services, credit-bearing academic undergraduate courses focused on career, and programs to meet basic needs, such as housing, childcare and transportation, student financial aid, and access to technological devices.

Developing Hispanic-Serving Institutions
Program Profile Form

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

Institution/Campus OPE ID#:   **UEI#:**

2. Applicant Address:

Street:

City: State: Zip:

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

Purchase, rent, lease lab equipment: ____; Construction/renovation of facilities: ____; Faculty development: ____; Curriculum development: ____; Academic instruction: ____; Faculty fellowships: ____; Purchase of books/supplies/educational materials: ____; Articulation/transfer program: ____Tutoring: ____; Counseling: ____; Mentoring: ____; FYE program: ____; Summer bridge program: ____; Other student support service programs: ____; Funds mgmt./Admin. mgmt.: ____; Equipment/Software purchase: ____; Establishing development office to strengthen alumni/private contributions: ____; Endowment fund: ____; Distance learning instruction incl. purchase of technology: ____; Teacher preparation program: ____; Community outreach to elementary/secondary students: ____; Expanding instruction/resources for graduate/professional students: ____; Other: _____

4. Invitational and Competitive Preference Priorities, if applicable:
Are you responding to the Invitational Priority? YES_____ NO _____
Are you responding to CPP #1? YES ___ NO___
Are you responding to CPP #2? YES ___ NO___
Will not respond to either CPP ☐

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

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

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

PR Award Number of grant: **Level of effort:**   **Final year of performance period:**

1.   _____%
2.   _____%
3.   _____%

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

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

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

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

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

10. Institutional Assurance Statistics: See the Application Guide and the Federal Register Notice for HSI Assurance Instructions. For the purpose of verifying demographic data, please provide Hispanic undergraduate FTE for school year 2021-2022 in boxes 10a and 10b.

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

10c. Eligibility Documentation:

The Department will cross-reference, for verification, provisional data in the Department's Integrated Postsecondary Education Data System (IPEDS) for 2021-2022. If there are any differences in the percentages reported in IPEDS and the percentage reported in box 10a of this form, you should explain the differences as a part of your eligibility documentation. If you do not provide data or the Department is unable to verify data submitted by the institution, the Department may deem the applicant ineligible.

11. Tiebreaker Information: Enter information below for school year 2021-2022. See the Application Guide and Federal Register Notice for instructions on calculating FTE enrollment.

    a) Total FULL-TIME EQUIVALENT (FTE) students =
    b) Total market value of endowment fund for 2021-2022 =
    c) Total expenditures for library material during 2021-2022 =

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

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

DHSI Program Profile Form
Instructions

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

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

<u>Item #1</u>- Provide the complete name of the applicant. If your institution is a branch campus, use the parent institution's name but follow it with the name of the branch campus. (For example, you would cite the State University of New York- Brockport Campus.) If the applicant is a district or foundation, also state the name of the institution that will implement the project. (For example, you would cite Kansas City District- University of Kansas City.)

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

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

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

<u>Item #5</u>- Past Performance- List all Title V, Part A (Developing Hispanic-Serving Institutions Program) grants that applicant has held in past 5 years.
      34 CFR 606.24 -In addition to evaluating an application under the selection criteria, the Secretary evaluates an applicant's performance under any previous development grant awarded under the DHSI Program within five years of the year when the development grant will begin. The Secretary evaluates whether the applicant fulfilled or is making substantial progress toward fulfilling the goals and objectives of the previous grant.

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

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

<u>Item #8</u>- Check the box for all Title III, Parts A or B programs for which the applicant is applying or has applied this FY **(2023)**, if applicable.

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

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

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

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

<div align="center">

FTE Calculation Instructions

</div>

For the purposes of the calculation, use your institution's student enrollment count for academic year 2021-2022. Per Title V Program Statute: The term "full –time equivalent students" means the sum of the number of students enrolled full time (whatever the full-time course load is at your institution, count a full-time undergraduate degree student as **one FTE**), plus the full-time equivalent of the number of students enrolled part time.

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

Note: An unclassified undergraduate student is one who is not a candidate for a degree or other formal award but is taking courses for credit in regular classes with undergraduate degree students. However, both classified and unclassified undergraduate students enrolled must be in a program of at least two years in length that would result in the award of a certificate, associate degree or other educational credential.

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

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

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

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

Provide the **Hispanic** Undergraduate FTE Enrollment Count as provided by IPEDS.

Provide the Undergraduate FTE Hispanic Percent as provided by IPEDS.

Item #10c- If there are any differences in the percentages in 10a and 10b, the institution should explain the differences as a part of its eligibility documentation in section 10c. Be advised that if the

applicant does not provide data or the Department is unable to verify data submitted by the institution, the applicant may be deemed ineligible.

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

>   a. Provide total full-time equivalent students as stated in Item #10.
>
>   b. Provide the total market value of the applicant's endowment fund for 2021-2022 school year. If institution has no endowment fund, state "n/a" or "none."
>
>   c. Provide total expenditures for library materials during 2021-2022 school year.

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

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

Application Checklist

Here's a checklist to use to ensure your successful submission of your proposal. Please make sure all items are checked before submitting your proposal in Grants.gov.

All items listed on this checklist are required.

Application for Federal Assistance (SF 424) – All required fields are complete.

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

ED GEPA 427 Form – All required fields are complete.

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

ED Abstract – 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 Invitational and Competitive Preference 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 – All required forms are uploaded here.

DHSI Program Profile Form – All fields of this form have been completed. Form and supporting documentation (if applicable) have been uploaded to the "Other Attachments Form" in Grants.gov.

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 1840-0745. Public reporting burden for this collection of information is estimated to average 55 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.]