HSI PROGRAMS AND GRANT OPPORTUNITIES

JYMECE V. SEWARD
**HIS STEM AND TGIY PROGRAMS LEAD**

03/27/2024

AGENDA

- ❖ Fast Facts on HSIs
- ❖ Title III and Title V programs and eligibility
- ❖ HSI programs, updates, and trends in the field
- ❖ HSI designation and eligibility
- ❖ Grant competitions and opportunities
- ❖ HSI Division and OPE resources
- ❖ Using HSI grants to improve student outcomes and strengthen your IHEs
- ❖ Developing a Competitive Grant Application
- ❖ Evidence standards and evaluation resources

NOTE: The information in this presentation is provided as <u>technical assistance only.</u> The official guide to all programs is the corresponding Federal Register Notice, to include all statutes, regulations, and other requirements referenced therein.
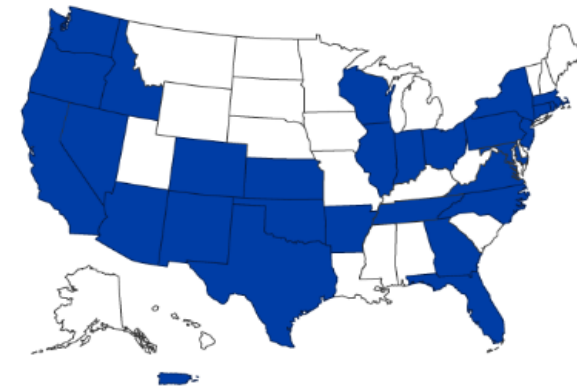
In Fall 2021, about **4.6 million** students were enrolled at **Hispanic-serving institutions** (HSIs).
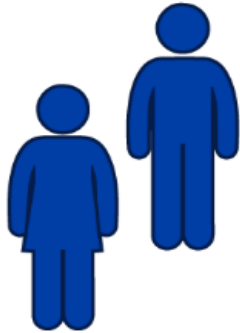
2,094,717 Hispanic students enrolled at HSIs

516 Hispanic-serving institutions

Located in **28** states, the District of Columbia, and Puerto Rico

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2022, Fall Enrollment component; IPEDS Fall 2021, Completions component; and Office of Postsecondary Education, 2022 Eligibility Matrix, retrieved January 20, 2023, from https://www2.ed.gov/about/offices/list/ope/idues/eligibility.html.

IES **Institute of Education Sciences**

MORE FAST FACTS

- In fall 2021, there were **3.7 million Hispanic/Latino students** enrolled in degree-granting postsecondary institutions. Twenty-one percent of U.S. resident students enrolled in degree-granting institutions were Hispanic/Latino (source).

- At the undergraduate level, Hispanic/Latino enrollment at degree-granting institutions **increased by 30%** from fall 2010 to fall 2021 (from 2.6 million to 3.3 million students) (source).

- In academic year 2020–21, postsecondary institutions awarded **101,761** science, technology, engineering, and mathematics (STEM) degrees/certificates to Hispanic/Latino students (source).

- In fall 2021, there were **2.1 million** Hispanic/Latino students4 enrolled at **516 Hispanic-serving institutions (HSIs)** in 28 states, the District of Columbia, and Puerto Rico (source).

- Please view the entire **Fast Facts** compendium and **the HSI tabulation table** from NCES.

# TITLE III AND TITLE V PROGRAMS AT THE U.S DEPARTMENT OF EDUCATION (ED)

The Title III and Title V programs strengthen institutions serving Hispanic and other low-income students. These programs provide financial assistance to help institutions solve problems that threaten their ability to survive, to improve their management and fiscal operations, and to build endowments.

The Title III and Title V programs are managed by the Institutional Service (IS) of the Higher Education Programs (HEP) office of the Office of Postsecondary Education (OPE). The IS administers programs authorized under Title III, Title V, and Title VII of the Higher Education Act (HEA) of 1965, as amended.

PURPOSE OF HSI AND MSI PROGRAMS

- The HSI and other Minority-Serving Institutions (MSI) programs provide funding for institutional change and cover a broad array of student services (including academic and social services), strengthening of academic programs, infrastructure improvement, and other services in order to support the success of 1st generation, low-income, immigrant, or otherwise underserved students AND their families and communities. These programs are not just another source of funding – they are transformational grants to bring about system-wide change at schools as they serve students, their families, and their communities.

HSI Division Grantees by State
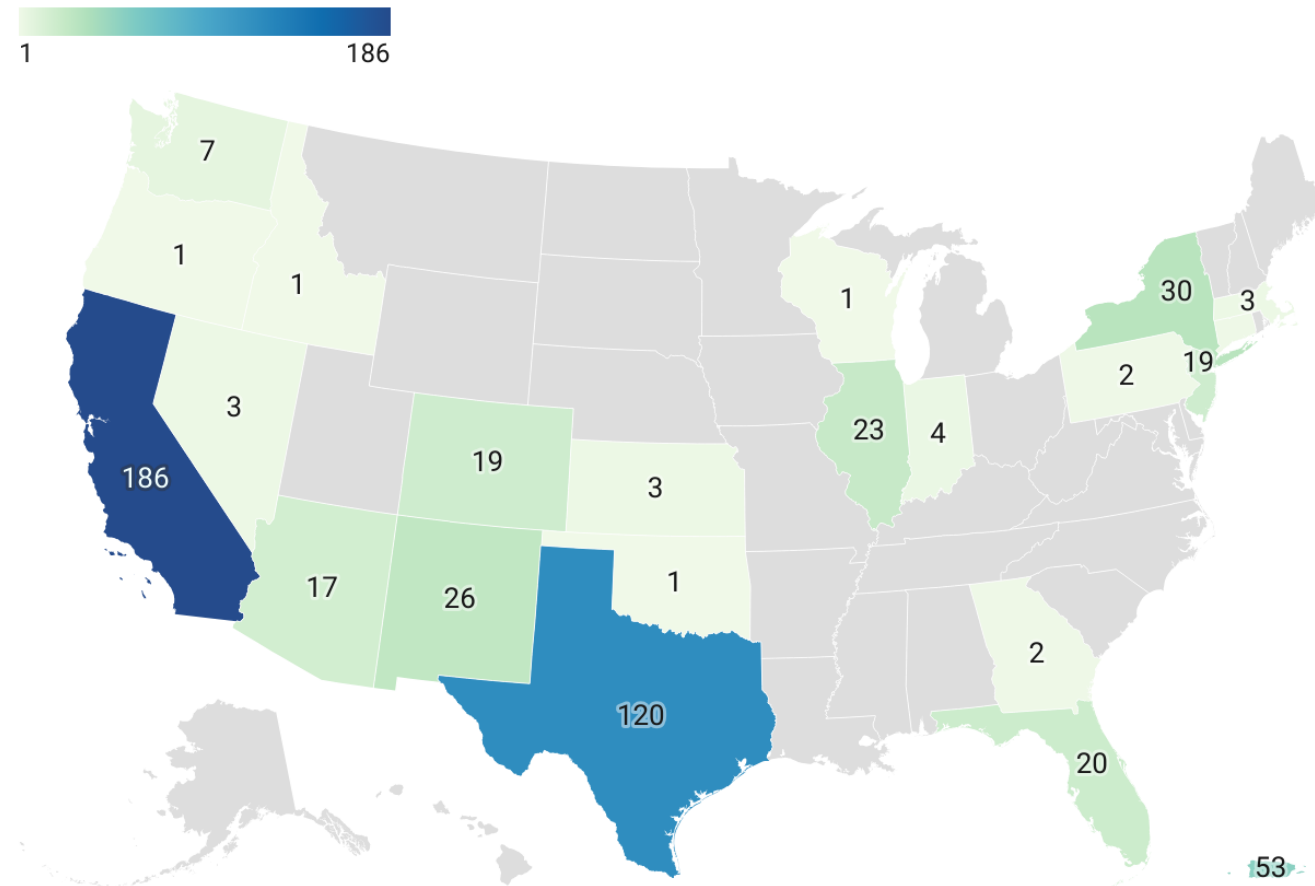
Created with Datawrapper

HSI DESIGNATION

- In order to apply to a Title III or Title V program, you must be designated as a Hispanic-Serving Institutions (HSI) or be approved for a waiver.

- The Department verifies institutional data each year via the Eligibility Matrix. Carefully review the January 22, 2024, [Federal Register notice](#) for complete details. The deadline was February 27, 2024.

- The criteria for designation as an HSI are:
  1) 25% undergraduate FTE enrollment of Hispanic students (requirement never waived)
  2) High percentage of needy students (may apply for a waiver)
  3) Low education general expenditures (may apply for a waiver)

ELIGIBILITY DESIGNATION PROCESS

- IHEs submit their application for designation as an eligible institution or application for a waiver via the HEPIS system at https://hepis.ed.gov/.

- To check your institution's eligibility in the system, log into HEPIS, and then click "View Pre-Eligibility Information" button:

  ❑ If your IHE meets the "needy student" and "core expenses" requirements, you will be able to view and print your eligibility letter

  ❑ If your IHE does not meet the "needy student" and/or "core expenses" requirements, you will be able to submit an application and/or apply for a waiver

  ❑ You will need to know your IHE's OPE ID number to apply. You can check this here.

ELIGIBILITY DESIGNATIONS WEBPAGE

OPE
Office of Postsecondary Education

* Home
* Programs/Initiatives
* Office Contacts
* Reports & Resources
* News

* Education Planning
* Guidance
* Policy Initiatives
* Accreditation
* OPE Topics A-Z

Eligibility Designations and Applications for Waiver of Eligibility Requirements

| Timeline | FRN | Application | Tips | Eligibility Matrix | Contacts | Eligibility Matrices | FAQs |

Timeline

Eligibility Process Infographic

Current Competition: FY 2024
Notice Inviting Applications (NIA): January 22, 2024
Application available: January 22, 2024
Application deadline: February 27, 2024

Technical Assistance Webinar: January 31, 2024 at 3pm EST. Webinar Registration - Zoom (zoomgov.com)

Eligibility for Titles III & V Grant Programs

Process:

NIA in Federal Register
A Notice Inviting Applications (NIA) is posted in the *Federal Register* annually. This typically occurs in the winter for the current fiscal year.

1

Pre-Eligibility
Data from IPEDS is reviewed to pre-determine who meets the Eligibility Requirements.

2

Check your Status
Institutions of Higher Education may check their status by visiting HTTPS://HEPIS.ed.gov/. If you do not have an account, click on "New User." If you do have an account, click on "Forgot Your Password" to reset your password.

3

Ineligible

Eligible
If your institution is eligible, you will be able to download your letter of eligibility. You are not required to do anything else.

Download Letter STOP

Requirements:

NEEDY STUDENTS
At least 50 percent of an institution's students received financial assistance under the Pell Grant, SEOG, or Federal Work Study programs. Or the percentage of an institution's undergraduate degree-seeking students enrolled at least half-time and received Federal Pell Grants exceeds the median precent at similar (type and control) institutions.

CORE EXPENSES PER FTE
Core Expenses are regular operational expenditures of postsecondary institutions (excluding auxiliary enterprises, independent operations, and hospital expenses). These are divided by the FTE (12-month undergraduate enrollment for the academic year). This measure is compared to the average value for similar (type and control) institutions. The Core Expenses per FTE measure must be lower than the average for the institutional group.

Apply for Eligibility
Click the "Start an Application" button to begin the process to submit data required in the application for eligibility (ED Form 1049).
The Application Booklet and Instructions are available under the Help link at the top of https://HEPIS.ed.gov/main/help/.

4

Submit a Waiver Request
If your application is not approved, you are able to request a waiver. Follow the instructions available in the booklet (include supporting data).

CONSIDERATIONS FOR EMERGING HISPANIC-SERVING INSTITUTIONS

- IPEDS is an annual postsecondary data collection conducted by the National Center for Education Statistics (NCES) that provides basic data needed to describe and analyze trends in postsecondary education in the U.S. Data are used by Congress, Federal agencies, education providers, and others and form the sampling frame for other NCES studies

- Data collected by IPEDS include enrollment, admissions, student metrics, institutional characteristics and resources, degrees and certificates conferred, student charges, and student financial aid

- Important to become familiar with the components of this system (student cohorts, subgroups [race/ethnicity, Pell grant recipients, part-time students], surveys, timing of data [data year, collection year], definitions, etc.

- Eligibility process is the best time to break down the silos between units and work with staff in the Financial Aid, Institutional Research, and Enrollment Management offices so that data transmitted to IPEDS are complete and accurate

CONSIDERATIONS FOR EMERGING HISPANIC-SERVING INSTITUTIONS

Many resources available to help you navigate the IPEDS system and properly collect and report your data

❑ IPEDS Data Use Help Desk, ipedstools@rti.org or (866) 558-0658

❑ IPEDS Data Collection Help Desk, ipedshelp@rti.org or (877) 225-2568

❑ Trend Generator (fast and simple way to view IPEDS data over time)

❑ Finance Data (provides context for understanding the resources and costs of providing postsecondary education)

❑ Data Explorer (search for tables, charts, publications, or other products related to higher education by keywords and filters)

❑ Definitions (this is a link to a searchable glossary); race and ethnicity categories are here

HSI DIVISION PROGRAMS AT ED

Developing Hispanic-Serving Institutions (DHSI)- Title V, Part A
https://www2.ed.gov/programs/idueshsi/index.html

Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA)-Title V, Part B
https://www2.ed.gov/programs/ppoha/index.html

Hispanic-Serving Institutions STEM and Articulation Program (HSI STEM), Title III, Part F
https://www2.ed.gov/programs/hsistem/index.html

HSI DIVISION PROGRAMS

DHSI- est.1999

To assist HSIs in expanding educational opportunities for, and improving the academic attainment of, Hispanic students. DHSI Program grants also expand and enhance the academic offering, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic and low-income college students.

PPOHA est. 2009

To: (1) expand postbaccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and (2) expand the postbaccalaureate academic offerings as well as enhance the program quality in the institutions of higher education that are educating the majority of Hispanic and low-income college students.

HSI STEM est. 2011

To: (1) increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or mathematics; and (2) to develop model transfer and articulation agreements between two-year and four-year institutions in such fields.

HSI Allowable Activities
(refer to program statute for specific allowables)

- Faculty and staff development
- Curriculum revision, expansion, and development
- Purchase of equipment
- Improve instructional facilities (construction, maintenance, and renovation)
- Purchase educational materials
- Tutoring, counseling, and other student service programs
- Strengthen administrative and funds management systems
- Expanding Hispanic and underrepresented graduate and professional students served by expanding courses and resources

- Establish or improve a development office to strengthen private contributions
- Creating or improving facilities for internet or other distance education technologies
- Teacher education programs
- Community outreach programs
- Endowment fund
- Community outreach programs to encourage K-12 school students to pursue postsecondary education
- Other proposed activities that are approved to carry out the purposes of title
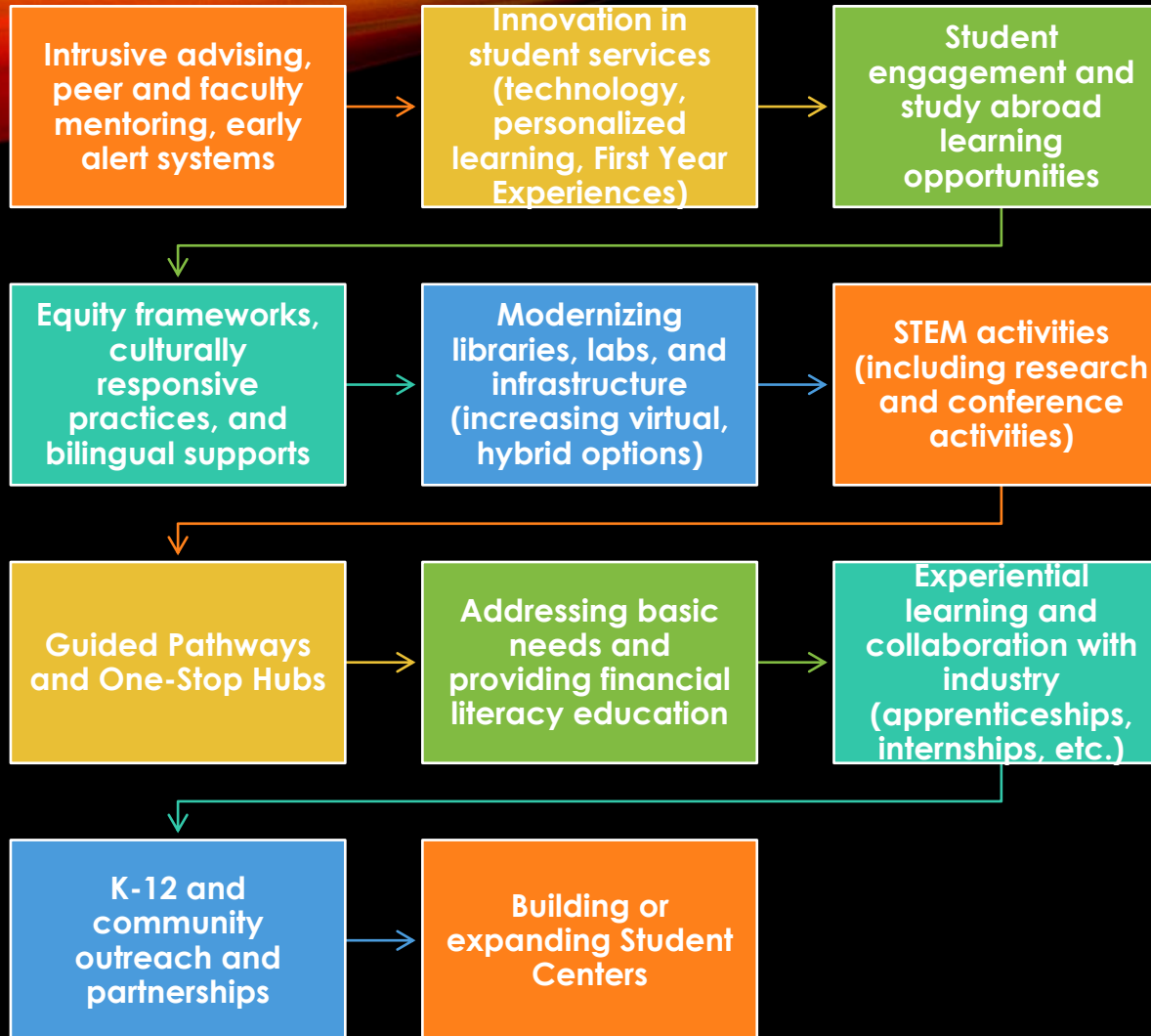
USING HSI GRANTS TO SUPPORT YOUR WORK

ALLOWABLE ACTIVITIES ARE BROAD AND GENEROUS, ALLOWING GRANTEES TO TRULY TAILOR PROJECTS TO MEET THE NEEDS OF THE IHE AND ITS STUDENTS

- Renovation or construction of laboratories and student centers
- Tutoring, mentoring, academic advising, and writing/research supports
- "Mini-grants" to support student research, publication, or conference attendance
- Faculty development, such as Quality Matters certification or degree attainment
- Early Alert Systems
- Guided Pathways
- Creation of synchronous and asynchronous course modules and conversion of existing courses to online formats
- Study abroad and other international experiences

- Equipping of libraries and conversion to digital materials
- Acquisition of scientific equipment, including digital resources, such as virtual anatomy labs
- Sponsorship of academic events and competitions, such as "3-minute Grad Slam"
- Development or enhancement of new degree or certificate programs, (some recent grantee examples are cybersecurity, biotechnology, Family Nurse Practitioner)
- Establishing an endowment fund to support institutional stability and student success
- Career advising and support, including internships, externships, work-based learning, and partnerships with community organizations and private industry

USING HSI GRANTS TO SUPPORT YOUR STUDENTS

- Establish **an HSI hub or "one-stop shop"** where students can easily access documents verifying their IHE's HSI status for purposes of scholarships, employment, internships, etc.

- Provide preparations and **supports for critical transitions** (high school to college, undergraduate to graduate, entry into workforce, preparation for internships, externships and fellowships)

- Be pro-active in **disseminating information relative to summer internships, employment**, and other extracurricular opportunities, and establish relationships with relevant organizations that may prioritize participation of your students

- Make financial aid, scholarships, and other **financing options clear and understandable** with dedicated staff and systems (including webpages, apps, social media [Twitter, Instagram, TikTok]) to help students make informed, responsible decisions; consider establishing a **financial literacy program**

- **Provide wrap-around supports** to your students, bearing in mind that students have outside responsibilities and holistic needs (child care, food security, transportation, mental health)

- Be aware of and **responsive to cultural and linguistic diversity** of the student body through culturally relevant instruction and curriculum, bilingual materials, faculty and staff diversity to reflect the student body, and family and community outreach

DHSI PROGRAM UPDATES

- FY 2022
- Program appropriations: $182,854,000
- $136,808,636 was used to fund continuation awards for 2018, 2019, 2020, and 2021 grantees.
- Competition for new awards
- 186 grant applications reviewed
- 78 new applicants were funded
- Cut-off score was 106

- FY 2023
- Program appropriations: $227,751,000
- Continuation awards were processed for 2019, 2020, 2021, and 2022 grantees
- 66 new fund down the slate (FDS) awards
- Competition for new awards also held with 64 grants awarded. Cutoff score was 106.

PPOHA PROGRAM UPDATES

- FY 2022
- <mark>$19,661,000</mark> appropriated in FY 2022
- $13,689,126 was used to fund continuation awards for 2019-2021 grantees.
- Competition for new awards held
- 61 grant applications reviewed
- 10 new applicants were funded
- Cut-off score was 114 of 115 total points

- FY 2023
  - Program appropriations: <mark>$27,314,000</mark>
  - Continuation awards were processed for 2019, 2020, 2021, and 2022 grantees
  - 13 new FDS awards
  - Cut-off score was 112.33

STEM PROGRAM UPDATES

FY 2021

- $94.3 Million Appropriation
- Competition for new awards held
- 214 applications reviewed
- Number of new awards: 100
- Cut-off score was 116.67 out of 120
- Competitions normally held every 5 years

FY 2022

- $94.3 million allotted in FY 2022
- Continuation awards were processed

FY 2023

- Program appropriations: $100,000,000
- Continuation awards were processed

HSI PROGRAMS COMPETITIVENESS

DHSI FY 2023

- 64 grants awarded and 150 applications received

- 146 addressed the CPPs and 149 the IP

- Cutoff score was 106 (out of 110)

- In some instances across our programs we implement the tiebreaker mechanism

PPOHA FY 2022

- 10 grants awarded and 62 applications received

- 58 addressed CPP1, 56 addressed CPP2, and 32 addressed IP

- Cutoff score was 114.00 (out of 115)

- In some instances across our programs we implement the tiebreaker mechanism

GRANT COMPETITIONS HELD IN FY 2023

❑ DHSI program

❑ FIPSE Open Textbooks Pilot Program

❑ FIPSE Transitioning Gang-Involved Youth Program

❑ FIPSE Modeling and Simulation Program

❑ FIPSE Rural Postsecondary Education and Economic Development program

FIPSE is the Fund for the Improvement of Postsecondary Education. An IHE does not need to be a designated HSI to apply for FIPSE program funding.

OTHER FIPSE PROGRAMS

Postsecondary Student Success Program: promotes postsecondary completion for students close to completion, whether for students currently enrolled in higher education, students who are no longer enrolled because of challenges they faced during the COVID-19 pandemic and close to completion, or both (NIA published Jul. 26, 2023; closed Sept. 25

MSI Research and Development Planning and Implementation program: supports planning and implementation grants designed to promote transformational investments in research infrastructure at HBCUs, TCUs, or other MSIs (NIA published August 2, 2023; closed October 2)

GRANT COMPETITIONS FOR FY 2024

❑ PPOHA program (NIA published March 14, 2024)

❑ FIPSE Basic Needs for Postsecondary Students program (forthcoming)

❑ FIPSE Transitioning Gang-Involved Youth to Higher Education Program (forthcoming)

TYPICAL GRANT CYCLE
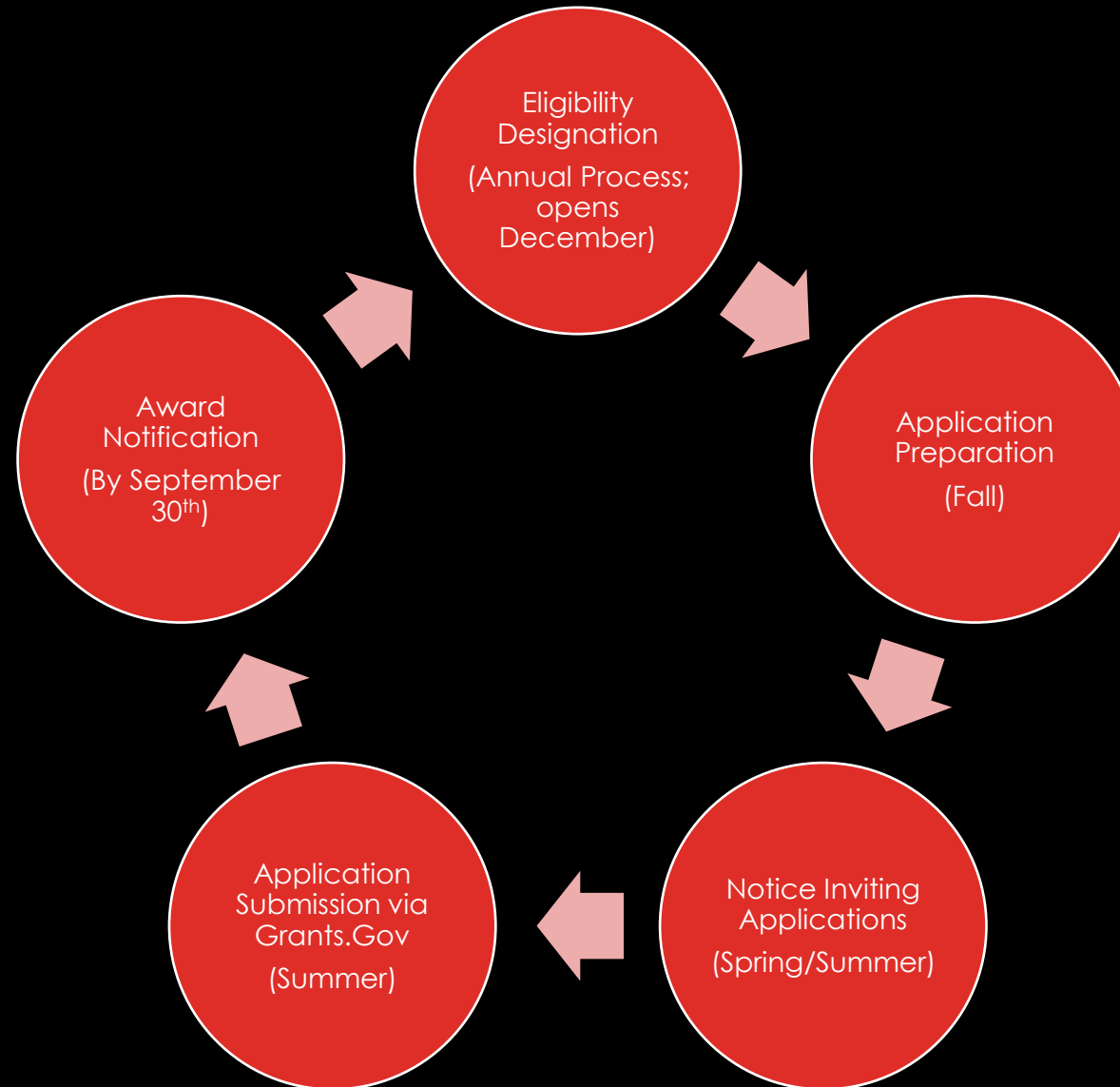
GRANT RESOURCES

- **HSI Division Newsletter**
- **HSI Division YouTube playlist**
- **HSI Division learning webinars** (logic model series, etc.)
- **Grants Training and Management Resources videos**
- **Applying for a grant at the U.S. Department of Education** (video)
- **Uniform Guidance webpage**

Grants Administration Courses and Resources

The Department is in process of creating new grant trainings that are posted below as they become available.

This table is provided to help you choose the best learning experience for you. If you click on the course name, it will take you to the course description and course objectives below.

Pre-Award Training

English	Español
Ensuring Equitable Opportunities Under the GEPA 427	Ley de Estipulaciones Generales de Educación **¡Muy pronto!**
Human Subjects Research	Sujetos humanos ¡Muy pronto!
Writing Competitive Grant Applications	Redacción de solicitudes de subvenciones competitivas **¡Muy pronto!**
Coming Soon - Developing and Using Logic Models	

Hispanic-Serving Institutions (HSI) Division Newsletter

ED Celebrates National Hispanic-Serving Institutions (HSI) Week 2023!
September 11 - 17, 2023

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Department of Education Leadership Celebrating HSI Week Featuring Dr. Nasser H. Paydar, Assistant Secretary for Postsecondary Education

In this special edition of the newsletter celebrating HSI Week, we are excited to feature a short video from senior leadership in the Office of Postsecondary Education (OPE), Dr. Nasser H. Paydar, Assistant Secretary for Postsecondary Education. Dr. Paydar joins us in celebrating HSI Week by extending heartfelt greetings and welcoming in a new academic year on behalf of himself and the Secretary of Education, Dr. Miguel Cardona.

IN THIS ISSUE

Dr. Nasser H. Paydar, Assistant Secretary for Postsecondary Education Celebrates HSI Week

Learn more about HSI Week

Call for Grantee Events for HSI Week and HHM

How Grantees are Celebrating HSI Week

HSI Division Events

Resources at the Department of Education

HSI Division Partnerships

External Resources and Events

GENERAL RESOURCES

- OPE General Information
- OPE Programs webpage
- OPE/HEP **YouTube Channel**
- OPE Newsletters including Grantee Voices from the Field
- HSI and MSI eligibility information
- IPEDS
- ED's College Scorecard
- Forecast of Funding Opportunities for ED

PARTNERING AND AFFILIATED ORGANIZATIONS

- White House Initiative on Educational Excellence for Hispanics
- Hispanic Association of Colleges and Universities (HACU)
- Excelencia in Education
- Alliance of Hispanic-Serving Institutions Educators (AHSIE)
- American Association of Hispanics in Higher Education
- Texas HSIs Consortium
- NSF HSI STEM Hub

ED Secretary's Priorities

- **These are the <u>Secretary's Final Priorities</u>:**

  - Addressing the Impact of COVID-19 on Students and Educators.
  - Promoting Equity in Student Access to Educational Resources, Opportunities, and Welcoming Environments.
  - Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning.
  - Meeting Student Social, Emotional, and Academic Needs.
  - Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.
  - Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change.

DEVELOPING A COMPETITIVE GRANT APPLICATION

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

DEVELOPING A COMPETITIVE GRANT APPLICATION

➢ Consider addressing challenges or issues that your institution will have to resolve regardless of grant funding and use **analysis and evaluation** to identify institutional challenges or issues, focusing on the most well-analyzed challenges or issues that confront your IHE

➢ The Selection Criteria for **Project Design** (logic model and evidence studies), **Activity Objectives**, and **Implementation Strategy** <u>are built directly on the CDP,</u> so devote the greatest amount of time and effort to developing a competitive CDP, and the rest of the proposal will fall into place.

DEVELOPING A COMPETITIVE GRANT APPLICATION

➢Identify **goals** for your proposed project, especially how they will focus on Hispanic student academic and career success

➢Choose **metrics and evaluation** methods that will produce evidence about the project's effectiveness (SMART [specific, measurable, achievable, relevant, and time-bound) objectives tied to goals)

➢Analyze every proposed **activity** to ensure that it is attainable, meaningful, and measurable

➢Use the identified Government Performance and Results Act (GPRA) program **performance measures** to build your project assessments

DEVELOPING A COMPETITIVE GRANT APPLICATION

- ➢ **Be realistic** and straightforward about every aspect of your project design

- ➢ Design activities and services that are **manageable** and directly address your identified challenges and issues

- ➢ Know your **budget** and ensure that all costs are allowable (2CFR 200.403), allocable (2CFR 200.405), and reasonable (2CFR 200.404) (for more information, including the Cost Principles, visit ED's Uniform Guidance webpage)

DEVELOPING A COMPETITIVE GRANT APPLICATION

➤ Incorporate 1or more of the Secretary's priorities into your project design

➤ Design your project with a competitive **internal controls** systems, including frequent monitoring and a sound financial management plan

➤ Have in place or plan to hire **well-qualified and experienced key personnel** (especially the Project Director, Project Manager or Activities Director, and Evaluator)

➤ Ensure that your project narrative is **well-documented and researched**; include citations/references, where appropriate, and use the highest level of evidence that makes sense for your project

➤ Present a **well-organized, visually appealing** application that conform to the page limit and follows the outline of the Selection Criteria in the Notice

➤ Emphasize how your project, if funded, will make lasting change at your IHE by thoughtfully incorporating strategies for **institutionalization** of project impacts

LOGISTICAL ADVICE

➢ Make sure you are properly registered in the **Grants.gov** system, your Authorized Organizational Representative (AOR) profile is current, and you are applying to the correct Grant Opportunity Number.

➢ Ensure that your IHE's **Unique Entity Identifier (UEI**) is up-to-date and registered in SAM. See here for more information on the transition from the DUNS numbers to the UEIs.

➢ Become familiar with the Department's grant application process. Watch this video on applying for a grant at ED.

➢ Submit your grant application EARLY!

1

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

2

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

3

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

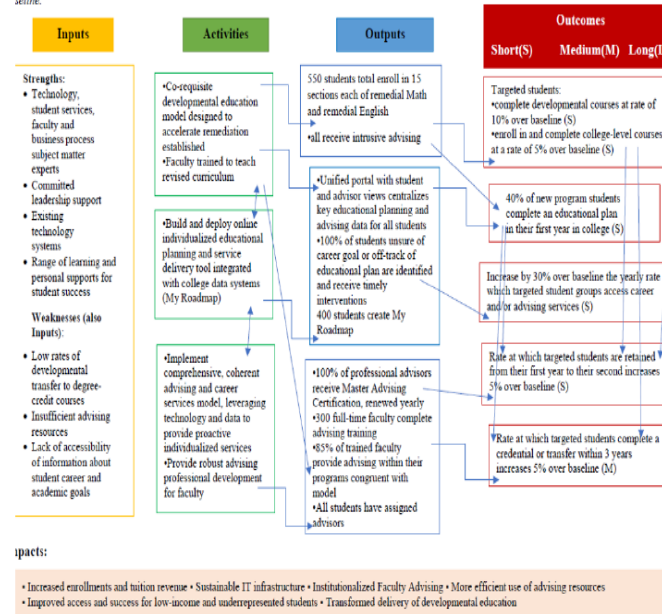# EVIDENCE DEFINITIONS USED IN TITLES III & V/HSI PROGRAMS

Use logic models to meet the evidence standard <u>and</u> to innovate

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

Sample Logic Model

Logic Model

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

Inputs	Activities	Outputs	Outcomes
			Short(S) Medium(M) Long(L)

Strengths:
- Technology, student services, faculty and business process subject matter experts
- Committed leadership support
- Existing technology systems
- Range of learning and personal supports for student success

Weaknesses (also Inputs):
- Low rates of developmental transfer to degree-credit courses
- Insufficient advising resources
- Lack of accessibility of information about student career and academic goals

- Co-requisite developmental education model designed to accelerate remediation established
- Faculty trained to teach revised curriculum

- Build and deploy online individualized educational planning and service delivery tool integrated with college data systems (My Roadmap)

- Implement comprehensive, coherent advising and career services model, leveraging technology and data to provide proactive individualized services
- Provide robust advising professional development for faculty

550 students total enroll in 15 sections each of remedial Math and remedial English
- all receive intrusive advising

- Unified portal with student and advisor views centralizes key educational planning and advising data for all students
- 100% of students unsure of career goal or off-track of educational plan are identified and receive timely interventions
- 400 students create My Roadmap

- 100% of professional advisors receive Master Advising Certification, renewed yearly
- 300 full-time faculty complete advising training
- 85% of trained faculty provide advising within their programs congruent with model
- All students have assigned advisors

Targeted students:
- complete developmental courses at rate of 10% over baseline (S)
- enroll in and complete college-level courses at a rate of 5% over baseline (S)

40% of new program students complete an educational plan in their first year in college (S)

Increase by 30% over baseline the yearly rate at which targeted student groups access career and/or advising services (S)

Rate at which targeted students are retained from their first year to their second increases 5% over baseline (S)

Rate at which targeted students complete a credential or transfer within 3 years increases 5% over baseline (M)

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

Start thinking about your **logic model now**

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

DEVELOPING A COMPETITIVE GRANT APPLICATION

Additional resources:

❑ Logic Models: Theory and Fundamentals (video)

❑ Logic Models 101 (video)

❑ What Makes a Good Logic Model (video)

❑ ELM Application (downloadable)

❑ REL various resources

WHAT WORKS CLEARINGHOUSE (WWC)
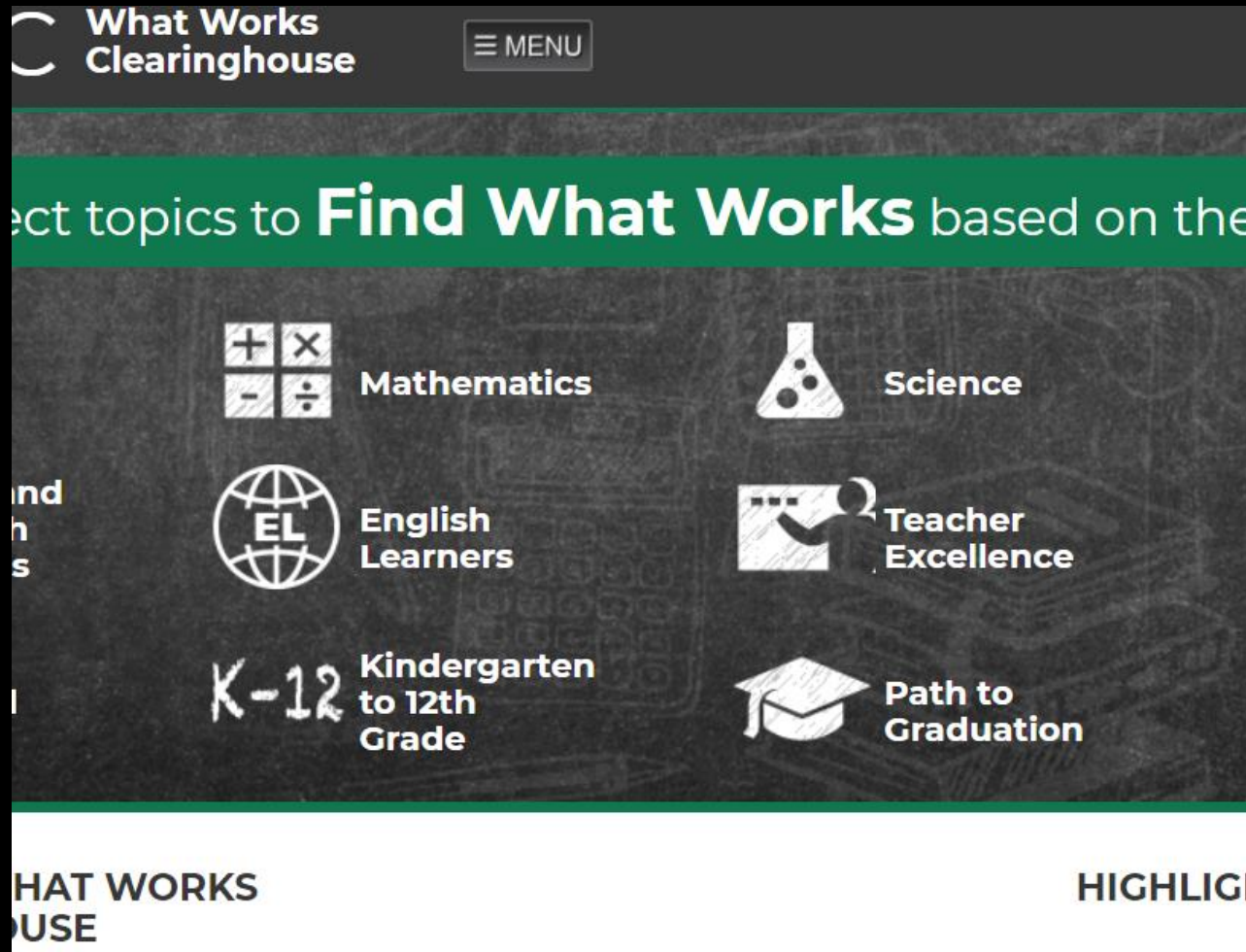
- Mission of WWC is to be a central and trusted source of scientific evidence for what works in education.

- Examines research about interventions that focus on improving educationally relevant outcomes, including those for students and educators.

- The systematic review of educational studies is the core of its work.

- THIS IS YOUR MAIN SOURCE OF EVALUATION AND EVIDENCE INFORMATION RELATED TO YOUR ED-FUNDED GRANTS.

- Link is here: www.ies.ed.gov/ncee/wwc/

WWC PRODUCES HANDBOOKS FOR USE IN SELECTING INTERVENTIONS AND DEVELOPING GRANT PROJECTS

Practice Guides presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

Designing and Delivering Career Pathways at Community Colleges

Using Student Achievement Data to Support Instructional Decision Making

Using Technology to Support Postsecondary Student Learning

Released: May 2019

Encouraging Girls in Math and Science

EVALUATION & EVIDENCE RESOURCES

- Evidence-based policy resources, including ED's Data Strategy and ED's evaluation policy

- Institute of Education Science (IES)

- National Center for Education Statistics (NCES)

- What Works Clearinghouse (WWC)

- Regional Educational Laboratories

- National Library of Education

- OSEP Ideas that Work (Grantees)

- OESE Resources for Project Evaluators and Directors

FEDERAL EVIDENCE CLEARINGHOUSES

- Additional evidence resources at GSA's Office of Evaluation Sciences

HISPANIC-SERVING INSTITUTIONS (HSI) DIVISION

DR. STACEY A. SLIJEPCEVIC, DIVISION DIRECTOR
STACEY.SLIJEPCEVIC@ED.GOV, 202-453-6150

Dr. Robin M. Dabney, Modeling and Simulation Program Lead
- Robin.Dabney@ed.gov
- 202-453-7908

Richard (Rick) Gaona, Program Specialist
- Richard.Gaona@ed.gov
- 202-453-6077

Njeri Clark, DHSI and Basic Needs Programs Lead
- Njeri.Clark@ed.gov
- 202-453-6224

Jymece V. Seward, HSI-STEM and Transitioning Gang-Involved Youth Programs Lead
- Jymece.Seward@ed.gov
- 202-453-6138

Kurrinn Cusumano-Abrams, Open Textbooks and Rural Education Programs Lead
- Kurrinn.Abrams2@ed.gov
- 202-987-1920

Margarita L. Meléndez-Gotay, PPOHA and EAI Programs Lead
- Margarita.Melendez@ed.gov
- 202-987-0408