



# HSI PROGRAMS AND GRANT OPPORTUNITIES

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05/23/2024

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

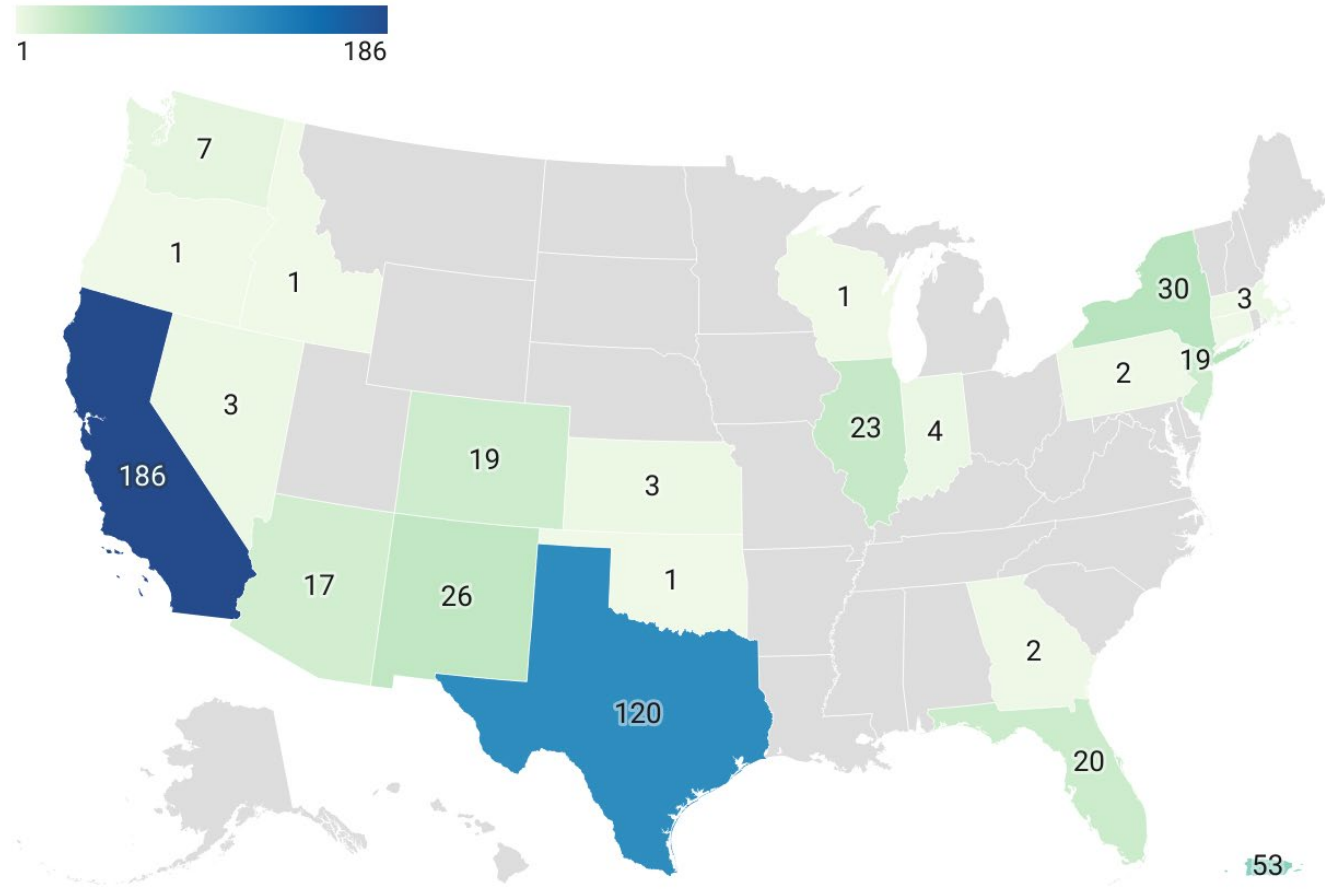
**TITLE III AND  
TITLE V  
PROGRAMS  
AT THE U.S  
DEPARTMENT  
OF  
EDUCATION  
(ED)**

The Title III and Title V programs are managed by the Institutional Service (IS) Higher Education Programs (HEP) division of the Office of Postsecondary Education (OPE). The IS Division 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 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



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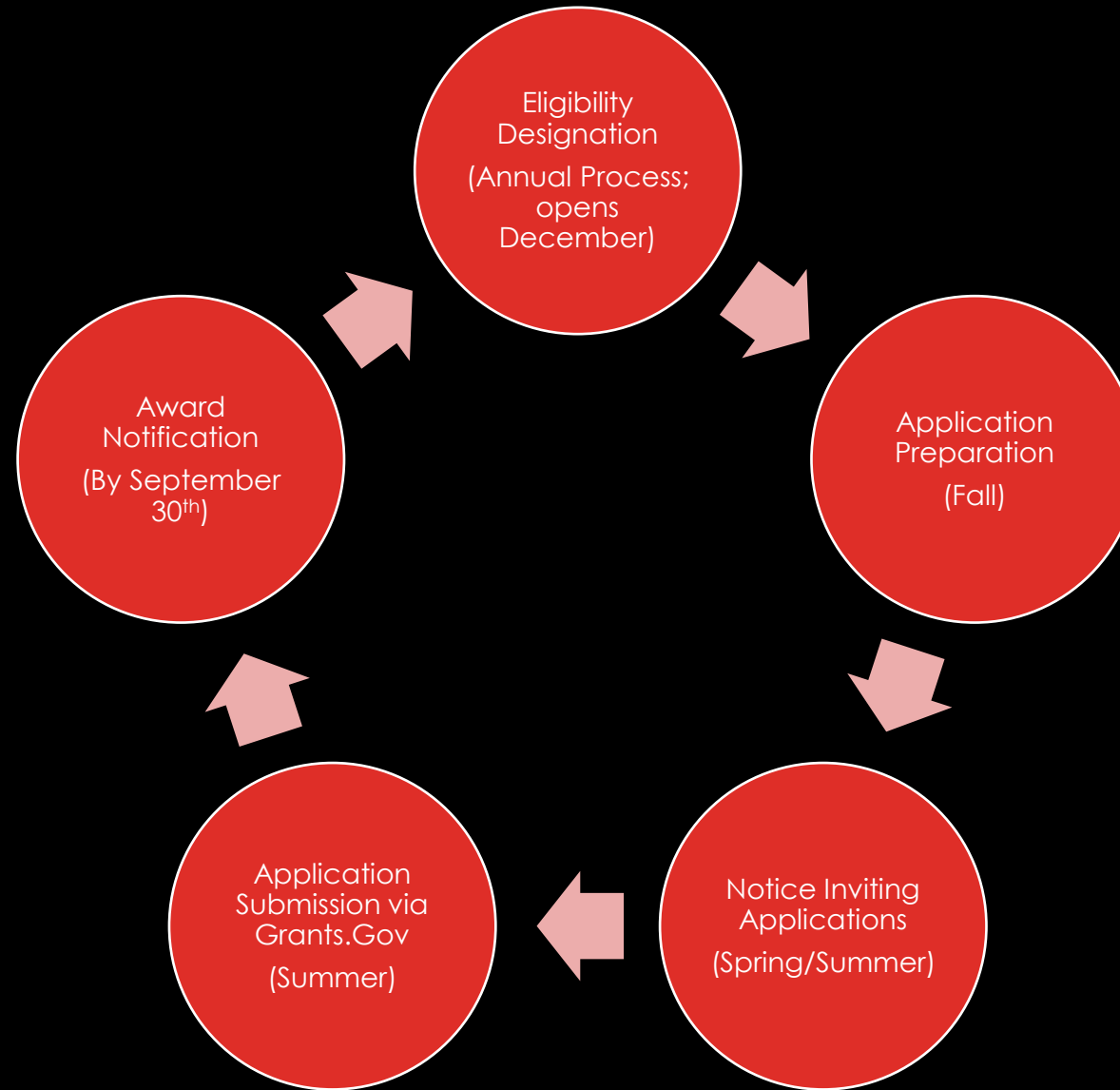
# HSI DESIGNATION

- 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](#).

# TYPICAL GRANT CYCLE



# HSI DIVISION PROGRAMS AT ED

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Developing Hispanic-Serving Institutions (DHSI)- Title V,  
Part A

<https://www2.ed.gov/programs/dueshsi/index.html>

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Promoting Postbaccalaureate Opportunities for  
Hispanic Americans (PPOHA)-Title V, Part B

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

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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 the program

# 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: \$100M
- Continuation awards were processed

**Next competition slated for FY 2025**

# DHSI PROGRAM UPDATES

- 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.
- FY 2024
  - Program appropriations: **\$228,890,000**
  - Continuation awards to be processed for 2020, 2021, 2022 and 2023 grantees
  - Funding Down the FY 2023 slate

# PPOHA PROGRAM UPDATES

- FY 2023

- Program appropriations: **\$27,314,000**
- Continuation awards were processed for 2019, 2020, 2021, and 2022 grantees
- 13 new FDS awards

- FY 2024

- Program appropriations: **\$27,451,000**
- Continuation awards to be processed for 2020, 2021, 2022 and 2023 grantees
- FY 2024 Competition

# PPOHA COMPETITION HIGHLIGHTS

- **CLOSING DATE: 05/13/2024**
- **~\$11.3M for New Awards**
- **Individual Development Grants: ~11; not to exceed \$600,000**
- **Cooperative Arrangement Development Grants: ~5; not to exceed \$1,500,000**
- **One Absolute Priority: expanding the number of Hispanic and other underrepresented graduate and professional students through expanded courses and institutional resources.**
- **Two Competitive Preference Priorities: meeting students' holistic needs and providing flexible, high-quality, and accessible learning opportunities**
- **Three Invitational Priorities: support increasing the number of Hispanic doctoral candidates and graduates through collaboration, increasing the number of Hispanic educators, and increasing the number of Hispanics prepared for the STEM workforce.**

# HSI PROGRAM 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

# FUNDING IN FY 2024

- ❑ PPOHA program
- ❑ FIPSE Basic Needs for Postsecondary Students Program (\$10M)
- ❑ FIPSE Open Textbooks Pilot Program (\$7M)
- ❑ FIPSE Transitioning Gang-Involved Youth Program (\$5M)
- ❑ FIPSE Rural Postsecondary Education and Economic Development Program (\$45M)
- ❑ FIPSE Postsecondary Student Success Program (\$45M)
- ❑ FIPSE MSI Research and Development Planning and Implementation Program (\$50M)
- ❑ FIPSE Centers of Excellence for Veteran Student Success Program (\$9M)
- ❑ Hawkins Program (\$15M)
- ❑ Funding Forecast for Discretionary Grants Programs



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

# DEVELOPING A COMPETITIVE GRANT APPLICATION

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

# DEVELOPING A COMPETITIVE GRANT APPLICATION

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

# DEVELOPING A COMPETITIVE GRANT APPLICATION

- **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)

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

**NOTE: THESE DEFINITIONS ARE AN ABBREVIATED VERSION OF THE COMPLETE DEFINITIONS IN EDGAR. FOR THE FULL DEFINITIONS, PLEASE SEE [34 CFR PART 77](#).**

**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.

**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.

**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

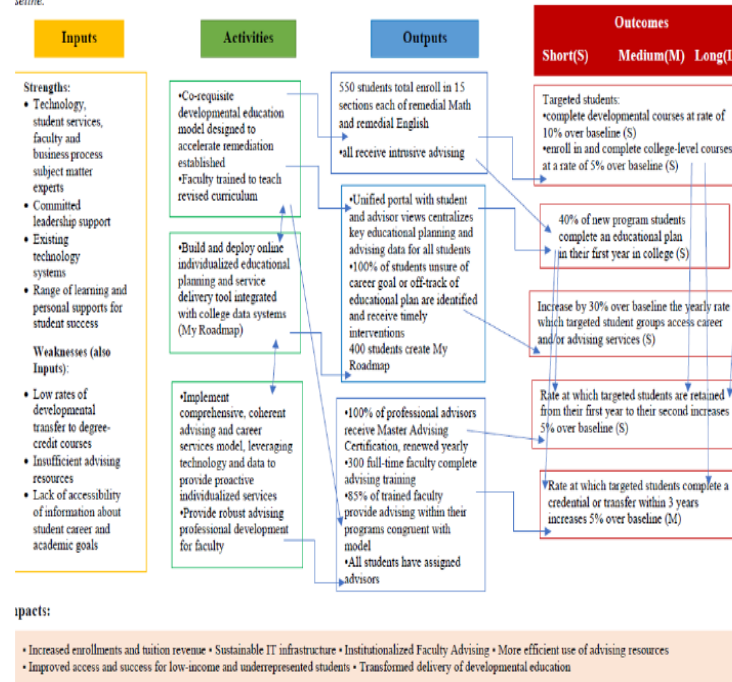
# Use logic models to meet the evidence standard and to innovate

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

## 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.



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](#)



### Find What Works

Search the WWC and access our **Research** to find the information you need to make informed decisions in your classrooms and schools.

# 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/](http://www.ies.ed.gov/ncee/wwc/)

# ED Secretary's Priorities



- These are the Secretary's Final Priorities:
  - 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.

# GRANT RESOURCES

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

# 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](#)



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